

Creative Curriculum

Our Identity as a School (INTENT):

At St. Luke's we want to make sure that our curriculum reflects the diverse yet very distinct community that we serve. Considering the local context, there are three areas we want to support our pupils with:

- Change/resilience
- Celebrating differences
- Raising aspirations

Learning Guarantees (IMPLEMENTATION):

Our creative curriculum will allow students to develop: independence, creativity, reflective learning, teamwork, resilience, empathy, problem solving, commitment to justice and social change.

Our creative curriculum empowers children to:

- Connecting: seeing relationships and combining in new ways
- Risking: having the self-confidence and freedom to fail and keep trying
- Envisaging: being original and imaginative about what might be
- Analysing: asking critical and challenging questions
- Thinking: taking time for reflection and soft thinking
- Interacting: sharing ideas and collaborating
- Varying: testing options and trying in different ways
- Elaborating: exploring and fiddling and doing the unnecessary with love!
- Analyse and evaluate
- Show empathy
- Explore problems from different perspectives
- Use evidence to support opinions
- Explore
- Recognise how they can impact their environment and community
- Show a commitment to justice
- Recognize their roles as a global citizen
- Work towards a goal
- Adapt as circumstances change

Every year, children will visit or experience:

1. An art gallery
2. A place of historical importance
3. A place of worship
4. A place of local importance
5. A live professional music performance

We want every child to have the opportunity to grow their specialist skills and see connections between subjects and within life and beyond the school.

What Needs to be covered – The National Curriculum

Science						
Year 1	Plants	Animals in the Local Area	Materials	Seasonal Changes	Humans	Super Scientists
Year 2	Living Things and Their Habitats	Plants	Animals & Humans	Materials	The Environment	
Year 3	Plants	Animals & Humans	Rocks	Light	Forces & Magnets	
Year 4	Living things & Their Habitats	Animals & Humans	States of Matter	Sound	Electricity	
Year 5	Living things & Their Habitats	Animals & Humans	Earth & Space	Forces	Properties of Materials	
Year 6	Living things & Their Habitats	Animals & Humans	Evolution	Light	Electricity	

History & Geography						
	History <i>An Event /Invention that changed the World</i>	History <i>A Person that Changed Us</i>	History <i>Contrast</i>	Geography <i>Contrasting Locations</i>	Geography <i>A Local Area Study</i>	Geography <i>The UK</i>
Year 1	Toys	Explores: Christopher Columbus. (Polar Explorers: Matthew Henson, Robert Falcon Scott)	Homes in London	The Seaside	My Local Area	The UK & Weather
Year 2	The Great Fire of London	Florence Nightingale	Flight	Japan	The River Thames	It's a Wonderful World
Year 3	The Stone Age- Iron Age: The Wheel	Anglo-Saxons: Alfred the Great	Romans	Europe	Volcanoes	Mapping my Local Area
Year 4	Harriet Tubman / abolishing slavery	Who was a Better Leader: Cleopatra or Hatshepsut	Vikings - 1066	Biomes & Climates of the World	Earthquakes	Natural Resources
Year 5	The Victorians (Child's Rights)	Tudors: King Henry VIII	Ancient Greeks	Water Cycle	Mountains	Mapping the UK
Year 6	World War II	Nelson Mandela	Mayans	The Rainforest (Sustainable Tourism)	Fairtrade	The Thames vs. The Amazon

Physical Education						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Attack, Defend, Shoot	Dance	Gymnastics	Send and Return	Hit, Catch, Run	Run, Jump, Throw
Year 2	Attack, Defend, Shoot	Dance	Gymnastics	Send and Return	Hit, Catch, Run	Run, Jump, Throw
Year 3	Outdoor and Adventurous Activities	Dance	Gymnastics	Cricket	Tennis	Athletics
Year 4	Outdoor and Adventurous Activities	Dance	Gymnastics	Netball	Cricket	Athletics
Year 5	Outdoor and Adventurous Activities	Dance	Gymnastics	Netball	Cricket	Athletics
Year 6	Outdoor and Adventurous Activities	Basketball	Gymnastics	Tennis	Cricket	Athletics

RE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What responsibility has God given people about taking care of Christianity?	Nativity Characters: Which character are you? Why are you important?	Islam What does it mean to be a Muslim?	Why is Easter the most important festival for Christians?	Judaism What is it like to live as a Jew?	Why is it good to listen to and remember the stories Jesus told? The parables of Jesus
Year 2	Why did Jesus teach the Lord's prayer as the way to pray?	Where is the light of Christmas?	Islam What is the best way for a Muslim to show commitment to God?	How do Easter symbols help us to understand the meaning of Easter for Christians?	Judaism Why are they having a party?	Why do Christians make and keep promises before God?
Year 3	What is the Bible's 'big story' and what does it reveal about having in God?	How did advent and Epiphany show us what Christmas is really like?	Judaism What does it mean to be a Jew?	Who is the most important person in the Easter story?	Buddhism What is Buddhism?	Who is Jesus (I amstatements)

Year 4	How did belief in God affect the actions of people from the Old Testament?	What do Christians mean by peace at Christmas?	Hinduism What is the importance of symbolism, beliefs and teaching in Hinduism?	How does Holy Communion build a Christian community?	Hinduism What does it mean to be a Hindu?	Liturgy Why is liturgy important to many Christians?
Year 5	What do the miracles of Jesus teach?	How do art and music convey Christmas?	Sikhism What do Sikhs believe?	What happens in church at Easter?	Sikhism What does it mean to be a Sikh?	Understanding faith in....
Year 6	The journey of life and death	How would Christians advertise Christmas to show what Christmas means today?	How has the Christian message survived for over 2000 years?	Easter Hope	Buddhism What does it mean to be a Buddhist?	Who decides Version a or b?

Art & DT						
	Art <i>Drawing Skills</i>	DT <i>3D work</i>	ART <i>Painting Skills</i>	DT <i>Textiles</i>	ART <i>Mixed Media</i>	DT <i>Food Tech.</i>
Year 1	Landscape drawings (colour mixing)	Making Homes	Printmaking od an animal studied in science	Matisse – cut out collages	Making Toy cars	Growing Cress and making a sandwich
Year 2	Van Gogh	Making Mobiles	Impressionism – painting the River Thames	Making finger puppets of animals in the local area	Hokusai	Baking healthy bread
Year 3	Turning sketches into abstract art – Paul Klee	Paper machee volcanoes	Cave Paintings	Making Volcanoes	Roman Mosaics	Traditional European recipes
Year 4	Still life sketches	Making musical instruments	Pop Art – Andy Warhol	Weaving baskets	Collage work	Creating a Viking meal
Year 5	Perspective drawing of a Victorian slum (based on street child)	Clay model of an aquatic creature	Painting Tudor portraits	Making Greek sandals	Landscape drawing – David Hockney	Making a traditional dish from somewhere in the UK
Year 6	Creating depth through sketching; WWII perspective drawings	Wire/Modroc sculptures of creatures from river study	Painting based on the Easter story (Michelangelo)	Sewing rainforest creatures	How to show a light source – still life drawings using oil pastel	Making traditional Mayan dishes

Computing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Taking Photos & Creating Chatterpix	Making Weather maps & Programming Code-A-Pillars & Beebots	Design and Paint	Programming Beebots & Maze Explorers	Lego Builders	Word processing
Year 2	Word processing	Programming Beebots & Blue-bots	Effective Searching & Computer Art	Coding with Scratch Junior app	Making Music & Presentation	Coding with PurpleMash
Year 3	Augmented Reality & Word Processing	Coding with Scratch	Augmented Reality & Publishing	Internet Research & Coding	Coding with PurpleMash	Presentation
Year 4	Coding Quizzes with Scratch	Filming / Animation	Augmented Reality & Word Processing	Programming with Logo	Research and Communication	Coding with PurpleMash
Year 5	Augmented Reality & Word Processing	Developing Games with Scratch	Coding with Scratch (LGfL Space Adventures)	Radio Station	Word Processing & Presentation	3-D Modelling

Year 6	Film-making	Coding	Blogging	Networks & Spreadsheets	Online Safety	Presentation
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Music – Music Express (ME) Units						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Ourselves Our bodies	Weather Seasons	Storytime (inc. 3 little pigs) Pattern	Our School Animals	Travel Number	Water Machines
Year 2	Ourselves Animals	Weather Pattern	Toys Storytime	Our Land Seasons	Travel Number	Our Bodies Water
Year 3	Singing French Communication	Human Body (inc. skeleton) Environment	Poetry China / Chinese New Year	Building Sounds	Time Ancient Worlds	Food & Drink In the Past (inc Tudor Dance)
Year 4	Communication In the Past	Environment Recycling (inc. Making musical instruments)	Ancient Worlds (Egypt) Food & Drink	Singing Spanish Sounds	Around the World (Slavery & Spiritual Songs) Time	Building Poetry
Year 5	Life Cycles	Keeping Healthy	Solar System	Our Community	At the Movies	Celebration
Year 6	World Unite	Journeys	Roots	Growth	Class Awards	Moving On

French - Foreign Language						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Greetings & introductions Classroom instructions	Numbers 0-20 Days & Age How are you? Alphabet Christmas	3 Kings Festival & galette des Rois Dictionary skills	Animals / Pets (Colours and Time: o'clock) Easter	A few European countries and flags Body parts	Places in town and transport
Year 4	Back to School Classroom items	Months & Numbers 13-31 birthdays Christmas	3 Kings Festival School subjects Likes / dislikes	Time: o'clock & half past Hobbies Places in school Easter	Clothes Weather	Holidays Food French speaking Countries and Flags
Year 5	Revision – days months 1-31 Continents Haiti // Salutation songs	Description of Henri VIII and François 1er's Pastimes Christmas	3 Kings Festival 3 Kings Festival & galette des Rois Feelings	Holidays Families Water cycles Easter	Holidays France Map & Compass points Landscape features	Holidays Magritte artist Story: C'est la nuit Language Magician
Year 6	Greetings Leaders of WWII	Revision – days months 1-31 & 10s to 100 Continents Haiti // Salutations Greeting songs Create a poster/ presentation about the rainforests	Holidays 3 Kings Festival Revision / Role-plays	Holidays Presentation of famous person About myself	Holidays Food Products from French-speaking countries At the shop Language Magician	Holidays Revision

Creative Curriculum for each year group:

EYFS – wider curriculum
History
<ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • Remembers and talks about significant events in their own experience. (This may be very recent.) • Looking back in time. • Talking about past events like Remembrance day
What this looks like
<ul style="list-style-type: none"> • Children talk about their friends, their families, and why they are important. • They share photographs of their families, friends, pets or favourite people. • They might talk about their holidays or what they have done at the weekends. • Looking at pictures of themselves as babies and talking about how they have changed. • Children watch PowerPoints and talk about the soldiers. Make poppies to wear.
Geography
<ul style="list-style-type: none"> • Notices detailed features of objects in their environment. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Recognising local landmarks. • They talk about the features of their own immediate environment and how environments might vary from one another.
What this looks like
<ul style="list-style-type: none"> • The children use their parents’ knowledge to extend their own experiences of the world. • Adults and children tell stories about places and journeys. • Children are made aware of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. • Photos in different areas for children to name, draw, build and talk about. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Discussing seasons and changes in weather.
Science
<ul style="list-style-type: none"> • Learn that they have similarities and differences that connect them to, and distinguish them from, others. • Develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the environment. • Can talk about some of the things they have observed such as plants, animals, natural and found objects.
What this looks like
<ul style="list-style-type: none"> • Children undertake many practical sorting activities during the school day e.g. boys/girls, colour of hair, colour of eyes etc. • They can name parts of the body e.g. eyes, nose, arms, legs, shoulders. This may be through songs, story books e.g. Funny bones etc. • Children are encouraged to be aware of their senses – I can see.... I can smell.... Practical activities, real life contexts. • Opportunities are provided for children to observe things closely through a variety of means e.g. food is left out to decay, pictures of teeth are looked at for evidence of decay, flowers without water etc. • Children study the life cycles of a caterpillar and chicks. The children are able to observe chicks hatch in an incubator and watch them grow. • Personal hygiene – wash your hands, brushing teeth – reasons why. • Discussing seasons and changes in weather. • Healthy eating – what is your favourite foods? Which foods are good for you?
RE
<ul style="list-style-type: none"> • In pretend play, children imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea • Recognise and describe special times or events for family or friends. • Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Listens to stories with increasing attention and recall about special celebrations and festivals • Reception RE: Who made the wonderful world and why? Why is Christmas special for Christians? Why do Christians believe Jesus is special? What is so special about Easter? Who cares for this special world? How did Jesus rescue people? • Discovery RE Nursery: What makes people special? Hat is Christmas? How do people celebrate? What is Easter? What can we learn from stories? What makes places special
What this looks like
<ul style="list-style-type: none"> • Children talk about their friends, their families, and why they are important. • They share photographs of their families, friends, pets or favourite people. • Children are encouraged to talk about their own home and community life, and to find out about other children’s experiences. • Children are given props and pictures to learning about different celebrations and festivals e.g. Chinese new year, Diwali, Christmas, fireworks, Eid • Inviting visitors to come in and share stories with the children. • Reception RE/ Discovery RE Nursery Weekly RE lessons and table top activities using role-play small world, art work and writing.



Art
<ul style="list-style-type: none">• Experiment with blocks, colours and marks.• Imitate drawing simple shapes such as circles and lines.• Explore colour and how colours can be changed.• Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.• Beginning to be interested in and describe the texture of things.
What this looks like
<ul style="list-style-type: none">• Drawing, painting, finger painting, stamping, printing, handprints, splash painting• Using different media e.g. powder paints, block paints, mixed paints, chalk, crayons, glitter etc.• Use of different pens, pencils, paintbrushes etc.• Using foil, crepe paper, tissue, cotton wool, wooden lolly sticks etc.
Computing
<ul style="list-style-type: none">• Seek to acquire basic skills in turning on and operating some ICT equipment.• Operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.• Know how to operate simple equipment, e.g. turns on CD player and uses remote control.• Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.• Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.• Know that information can be retrieved from computers.
What this looks like
<ul style="list-style-type: none">• Children are supported in exploring the control technology of toys, e.g. robots, Beebots, microphones, coding caterpillars• Children use I-pads to paint pictures, access phonics programmes, read stories, play maths games;• Children use the IWB in many curriculum areas e.g. writing their names, phonics, stories, songs, dance, videos and photos of themselves etc.• Even the youngest children know that information can be extracted from the internet by asking questions or searching for information
Technology
<ul style="list-style-type: none">• Use various construction materials.• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.• Join construction pieces together to build and balance.• Realise tools can be used for a purpose.
What this looks like
<ul style="list-style-type: none">• Children use various construction materials e.g. Lego, building blocks, construction straws and larger items like wooden blocks, podley outside e.g. making a rocket or a house• Children are encouraged to assemble and join - use junk modelling items e.g. cardboard boxes, paper, string, to produce objects and join items together• They use a range of tools to help them e.g. scissors, glue sticks, hammer, masking tape, split pins, paper clips, cotton.
Music
<ul style="list-style-type: none">• Join in singing favourite songs and sings a few familiar songs• Create sounds by banging, shaking, tapping or blowing.• Show an interest in the way musical instruments sound• Enjoy joining in with dancing and ring games.• Beginning to move rhythmically.• Imitates movement in response to music.• Tap out simple repeated rhythms.• Explore and learn how sounds can be changed
What this looks like
<ul style="list-style-type: none">• Daily songs, start the day songs, songs for routines, nursery rhymes, counting songs• Teachers might lead a focus activity session and then the instruments would part of the extended provision and in role play;• Making instruments for the children to use e.g. shakers, drums etc.• Talking about the type of sounds the children might hear e.g. loud/soft, sounds they might hear in the environment• Lead imaginative movement sessions based on children's current interests such as space travel, zoo animals or shadows.• Music is often played in the back ground of the setting and children can respond in song and/or dance• Introduce children to a wide range of music, painting and sculpture.
Physical Development
<ul style="list-style-type: none">• Enjoy joining in with dancing and ring games.• Run safely on whole foot.• Squat with steadiness to rest or play with object on the ground, and rise to feet without using hands.• Can stand momentarily on one foot when shown.• Climb confidently and is beginning to pull themselves up on nursery play climbing equipment.• Can kick and catch a large ball.• Walk upstairs or downstairs holding onto a rail two feet to a step (while carrying a small object)• Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mount stairs, steps or climbing equipment using alternate feet.• Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
What this looks like
<ul style="list-style-type: none">• The children are given as many opportunities to move freely between indoors and outdoors.

- The different ways in which children move are valued and talked about and they are encouraged to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe
- Encourage body tension activities such as stretching, reaching, curling, twisting and turning.
- Development of spatial awareness, avoiding obstacles; being able to take calculated but supervised risks,
- The children are provided with a range of large play equipment that can be used in different ways – climbing frame, small hill, bikes, scooters, trikes, balance bikes, wooden blocks, slide etc.
- They are taught a range of skills with balls or bean bags for throwing, catching, bouncing
- Swimming – every child is able to go in the pool, working with floats, co-ordination of arms and legs.

Year 1						
Big Question	How Does a Human Take Care of Themselves and Each Other?		What Does it Mean When Things Change?		How Can a Person Make a Difference?	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	<p>Toys</p> <p><i>I can recognize the difference between past and present</i></p> <p><i>I can use artefacts to investigate the past</i></p> <p><i>I place objects in order of age</i></p> <p><i>I can use words to describe the past "a long time ago...before I was born..."</i></p>	<p>The UK Weather</p> <p><i>I can talk about the weather</i></p> <p><i>I can use information given to me</i></p> <p><i>I can ask and answer questions about places and environments</i></p>	<p>Homes in London</p> <p><i>I can use evidence to answer questions about the past</i></p> <p><i>I can place objects in order of age</i></p> <p><i>I can use a timeline</i></p>	<p>My Local Area</p> <p><i>I can explain what I like and dislike about an environment</i></p> <p><i>I can use observation skills when I visit an environment</i></p> <p><i>I can talk about ways to improve the locality</i></p>	<p>Great Explorers</p> <p><i>I can place events in the order that they happened</i></p> <p><i>I can retell stories about the past</i></p> <p><i>I can describe the actions of people in the past</i></p>	<p>The Seaside</p> <p><i>I can describe places using geography words such as human and physical</i></p> <p><i>I can describe what sorts of things I see in an environment</i></p> <p><i>I can talk about similarities and differences between localities</i></p>
Science	<p>Humans</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Seasonal Changes</p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>Materials</p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Animals in the Local Area</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Plants</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Super Scientists & Innovative Inventors</p> <p>All science key skills covered. Focus on the skills your class most need.</p>
<p>Make simple observations</p> <p>identify and classify objects and animals</p> <p>Ask simple questions and find the answer in different ways (e.g. by practical investigation, or survey).</p> <p>Make close and careful observations over time (e.g. plants growing) and, with guidance, identify patterns and relationships. Carry out simple tests in small groups.</p> <p>Identify features of different items and classify them (e.g. magnetic/non-magnetic).</p> <p>Use simple scientific language relevant to the area of study and</p>						

<p>in investigations (e.g. prediction, method, result, conclusion).</p> <p>Record my observations in writing, simple diagrams and ICT and make comparisons</p> <p>I say whether what happened was what I expected</p>						
<p>Art & DT</p>	<p>Making Toy Cars <i>I can use tools and manipulate materials</i></p> <p><i>I can recognize features of familiar products</i></p> <p><i>I can talk about my product and describe how it works</i></p>	<p>Print Making related to science <i>I can explore materials and methods</i></p> <p><i>I can try out my own ideas</i></p>	<p>Making Homes <i>I can generate ideas for purposeful design</i></p> <p><i>I can explain what I am making and which tools I am using</i></p> <p><i>I can use words to describe the past "a long time ago...before I was born..."</i></p>	<p>Landscape Drawing (Mixing Colours) <i>I can create my own work</i></p> <p><i>I can evaluate my work</i></p>	<p>Growing Cress & Making a Sandwich <i>I can create a product for a user and purpose</i></p> <p><i>I can use models, pictures and words to explain what I want to do</i></p>	<p>Matisse – Cut out collages <i>I can use a range of materials</i></p> <p><i>I can respond to ideas</i></p> <p><i>I can respond to the work of my peers</i></p>
<p>R.E.</p>	<p>What responsibility has God given people about taking care of Christianity?</p>	<p>Nativity Characters: Which character are you? Why are you important?</p>	<p>Islam What does it mean to be a Muslim?</p>	<p>Why is Easter the most important festival for Christians?</p>	<p>Judaism What is it like to live as a Jew?</p>	<p>Why is it good to listen to and remember the stories Jesus told? The parables of Jesus</p>
<p>Computing</p>	<p>Taking Photos & Creating Chatterpix <i>I can use technology safely and respectfully</i></p> <p><i>I can use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p>Making Weather maps & Programming Code-A-Pillars & Beebots <i>I can use technology safely and respectfully, keeping personal information private</i></p> <p><i>I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.</i></p> <p><i>I can use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><i>I can understand what algorithms are</i></p> <p><i>I can use logical reasoning to predict the behaviour of simple programs</i></p>	<p>Design and Paint <i>I can use technology safely and respectfully and identify where to go for help</i></p> <p><i>I can recognise common uses of information technology beyond school</i></p> <p><i>I can use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p>Programming Beebots & Maze Explorer <i>I can use technology safely and respectfully and identify where to go for help</i></p> <p><i>I can understand what algorithms are and how they are implemented as programs on digital devices</i></p> <p><i>I can use logical reasoning to predict the behaviour of simple programs</i></p> <p><i>I can understand that programs execute by following precise and unambiguous instructions</i></p> <p><i>I can create and debug simple programs</i></p>	<p>Lego Builders <i>I can use technology safely and respectfully and identify where to go for help</i></p> <p><i>I can understand that algorithms are and how they are implemented as programs on digital devices</i></p> <p><i>I can use logical reasoning to predict the behaviour of simple programs</i></p> <p><i>I can understand that programs execute by following precise and unambiguous instructions</i></p> <p><i>I can create and debug simple programs</i></p>	<p>Word processing <i>I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p><i>I can use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>

		<p><i>I can understand that programs execute by following precise and unambiguous instructions</i></p> <p><i>I can create and debug simple programs</i></p>				
PSHE	Jigsaw: Being me in my world	Jigsaw: Celebrating difference	Jigsaw: Dreams and goals	Jigsaw: Healthy me	Jigsaw: Relationships	Jigsaw: Changing me
Physical Education	<p>Gymnastics</p> <p><i>I can do travelling and jumping actions and stay still when required.</i></p> <p><i>I can land safely and with control.</i></p> <p><i>I can make up and perform simple movement phrases in response to simple tasks</i></p> <p><i>I know when my body is active and I can talk about the difference between tension and relaxation</i></p> <p><i>I can share the space and apparatus safely.</i></p> <p>Games- Send and return</p> <p><i>I can show control and accuracy when I roll and throw the ball</i></p> <p><i>I can watch the ball carefully and get in line with it</i></p> <p><i>I can be still and move to aim into a target</i></p> <p><i>I can recognise where the space is and use it to beat my opponent</i></p> <p><i>I know where to stand to make it difficult for my opponent to score points</i></p>	<p>Games</p> <p>Attack, defend, shoot</p> <p><i>I can show control and accuracy with the basic actions of attacking, defending and shooting</i></p> <p><i>I can copy what I see and say why it is good</i></p> <p>Swimming</p>	<p>Dance</p> <p><i>I can respond to different stimuli (stories, poetry, music, and event) with a range of actions.</i></p> <p><i>I can copy and explore basic body actions.</i></p> <p><i>I can copy simple movement patterns</i></p> <p><i>I can use simple dance vocabulary to describe movement.</i></p> <p><i>I can choose movements to make into their own phrases with beginnings, middles and ends.</i></p> <p><i>I can talk about dance, linking movement to moods, ideas and feelings</i></p> <p>Swimming</p>	<p>Games</p> <p>Hit, catch and Run</p> <p><i>I can show control and accuracy with the basic actions for controlling and striking a ball</i></p> <p><i>I understand how to hit into space</i></p> <p><i>I recognise space in my games and use it to help myself do well in the game</i></p> <p>Swimming</p>	<p>Gymnastics</p> <p><i>I can do basic travelling, climbing and balancing actions and stay still when required.</i></p> <p><i>I can link and repeat.</i></p> <p><i>I am starting to join different ideas together in a sequence.</i></p> <p><i>I can share the space and apparatus safely.</i></p> <p><i>I can perform movement phrases with control and accuracy</i></p> <p><i>I can watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language</i></p> <p><i>I can copy a partner's sequence of movement</i></p> <p>Swimming</p>	<p>Dance</p> <p><i>I can know where my heart is and understand why it beats faster when dancing.</i></p> <p>Swimming</p>
Music	<p>Music Express: Ourselves</p> <p><i>I can create and respond to vocal sounds</i></p> <p><i>I can explore how to change sounds</i></p> <p><i>I can create and place vocal and body percussion sounds</i></p> <p><i>I can explore descriptive sounds</i></p> <p>Our bodies</p> <p><i>I can perform a steady beat at two different speeds (tempi)</i></p> <p><i>I can respond to change of mood in a</i></p>	<p>Music Express: Weather</p> <p><i>I can explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments</i></p> <p><i>I can improvise descriptive music</i></p> <p><i>I can identify a sequence of sounds (structure) in a piece of music</i></p> <p><i>I can respond to music through movement</i></p>	<p>Music Express: Storytime (inc. 3 little pigs)</p> <p><i>I can discuss basic musical terms – fast, slow, loud, quiet</i></p> <p><i>I can understand how music can tell a story</i></p> <p><i>I can perform with concentration</i></p> <p><i>I can play fast, slow, loud, and quiet</i></p> <p><i>I can create music that matches an event in a story</i></p> <p><i>I can rehearse and perform with others</i></p> <p><i>I can learn new songs and chants</i></p> <p>Pattern</p> <p><i>I can mark a steady beat with voices and body percussion</i></p>	<p>Music Express: Our School</p> <p><i>I can explore different sound sources and materials</i></p> <p><i>I can analyse the dynamics and duration of sounds around the school</i></p> <p><i>I can explore these elements/dimensions on instruments</i></p> <p><i>I can create two contrasting textures</i></p> <p><i>I can sing a song</i></p> <p><i>I interpret sounds and explore instruments</i></p>	<p>Music Express: Travel</p> <p><i>We can combine voices, movement, and instruments to perform a chant and a song</i></p> <p><i>I can keep a steady beat, including on instruments</i></p> <p><i>I can create word rhythms</i></p> <p><i>I can perform word rhythms with movement</i></p> <p><i>I can respond to music in movement</i></p> <p><i>I can play and combine simple word rhythms</i></p>	<p>Music Express: Water</p> <p><i>I can create a picture in sound</i></p> <p><i>I can understand musical structure by listening and responding</i></p> <p><i>I can perform a simple repeated pattern</i></p> <p>Machines</p> <p><i>I can maintain a steady beat</i></p> <p><i>I can sequence sounds</i></p> <p><i>I can play to a steady beat</i></p> <p><i>I can play at different speeds (tempi)</i></p>

	<p>piece of music with a slow and fast steady beat</p> <p>I can identify a repeated rhythm pattern</p> <p>I can combine a rhythm pattern and a steady beat</p> <p>I can perform together with concentration</p> <p>I can perform rhythm patterns on body percussion to a steady beat</p> <p>I can invent and perform new rhythms to a steady beat</p>	<p>Seasons</p> <p>I can identify changes in pitch and responding to them with movement</p> <p>I can contrast changes in pitch with changes in dynamics</p> <p>I can relate pitch changes to graphic symbols and perform pitch changes vocally</p> <p>I can listen and respond to a falling pitch signal</p> <p>I can distinguish between pitched and unpitched percussion sounds</p> <p>I can listen in detail to a piece of orchestral music</p>	<p>I can count and perform a steady beat in patterns of two, three, and four Beats</p> <p>I can explore different ways to emphasise the first beat in a repeating pattern or metre</p> <p>I can identify metre by recognising its pattern</p> <p>I can divide the number 12 into twos, threes, and fours</p> <p>I can explore different ways to emphasise beats to form a group</p> <p>I can explore sounds on instruments and finding different ways to vary their sound</p>	<p>I can create a soundscape as part of a song performance</p> <p>Animals</p> <p>I can understand pitch and make high and low vocal sounds</p> <p>I can relate pitch to high and low body posture</p> <p>I can understand pitch by singing a song with contrasting high and low melodies</p> <p>I can identify and play high and low pitches in music</p> <p>I can explore and develop an understanding of pitch using the voice and body movements</p> <p>I can recognise and perform pitch changes and contrasts</p>	<p>Number</p> <p>I can recognise and develop a sense of steady beat using voices and body percussion</p> <p>I can identify and perform changes in tempo</p> <p>I can learn to play percussion with control</p> <p>I can keep a steady beat and using dynamics to vary the musical effect</p> <p>I can identify and keep a steady beat using movement, body percussion, and instruments</p> <p>I can recognise and respond to changes in tempo in music</p>	<p>I can control changes in speed (tempo)</p> <p>World Music Day 21st June</p>
Trips	<p>Museum of Childhood</p> <p>London Transport Museum</p>	<p>Walk around local area</p> <p>Weather workshop</p> <p>Half Moon theatre</p>	<p>Geffrye Museum</p> <p>Tower of London</p>	<p>Local walk – clipper to cable cars</p> <p>Tate Modern</p> <p>Museum of London Beasts exhibition</p> <p>Canary Wharf Group</p>	<p>Local synagogue (Bevis Marks)</p>	<p>Trip to the seaside with partner school</p>
Key Text	<p>Lost in the toy museum</p> <p>Gingerbread man</p> <p>Toys (start up history)</p> <p>Old Bear</p>	<p>The snowman</p> <p>A year in the city</p> <p>A year in Percy's park</p> <p>Leaf man</p> <p>When will it be spring?</p> <p>Cops and Robbers</p>	<p>The Three Little Pigs</p> <p>The House that Once Was</p> <p>Julie Fogliano & Lane Smith</p> <p>Home</p> <p>Carson Ellis</p> <p>Major Glad, Major Dizzy</p> <p>Jan Oke and Ian Nolan</p>	<p>Beegu</p> <p>Katie in London</p> <p>Belonging</p> <p>Jeannie Baker</p>	<p>Alastair Humphry's Great adventures</p> <p>There is a tribe of kids</p> <p>The lonely beast</p> <p>The great explorer</p>	<p>Sea side poems</p> <p>Lighthouse keeper's lunch</p> <p>Lucy and Tom at the Seaside</p>

Year 2						
Big Question	How Should We Look After Each Other and our Local Area?		What are some big changes that have happened in London?		Can we Learn from Each Other to Make a Difference?	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	<p>Florence Nightingale (including Mary Seacole and/ or Edith Cavell)</p> <p>I can use evidence to ask and answer questions about the past</p>	<p>The River Thames</p> <p>I can investigate the character of my own area</p> <p>I can make notes about the features that gives places their character</p>	<p>The Great Fire of London</p> <p>I can place events and objects on a timeline</p> <p>I can recognize that my life is different than people from the past</p> <p>I can explain some of the different ways in which</p>	<p>It's A Wonderful World</p> <p>I can recognize how people affect the environment</p> <p>I can use geographical vocabulary</p>	<p>Flight</p> <p>I can recognize that there are reasons why people acted as they did in the past</p> <p>I can describe people, topics and events that I have studied</p>	<p>Japan</p> <p>I can use information (including the internet) to help me answer questions about the environment</p> <p>I can give my views on an environment or locality</p> <p>I can make comparisons</p>

	<p><i>I can use artefacts, pictures, stories, the internet and other databases to investigate the past</i></p> <p><i>I recognise that there are reasons why people from the past acted as they did.</i></p> <p>Key knowledge:</p>	<p><i>I can describe the human and physical features of places</i></p>	<p><i>the past has been represented</i></p>	<p><i>I can give my views on an environment or locality</i></p>	<p><i>I can use words to describe the passing of time</i></p>	<p><i>I can use an atlas to identify countries and continents</i></p>
<p>Science</p> <p>Make simple observations</p> <p>identify and classify objects and animals</p> <p>Ask simple questions and find the answer in different ways (e.g. by practical investigation, or survey).</p> <p>Make close and careful observations over time (e.g. plants growing) and, with guidance, identify patterns and relationships.</p> <p>Carry out simple tests in small groups.</p> <p>Identify features of different items and classify them (e.g. magnetic/non-magnetic).</p> <p>Use simple scientific language relevant to the area of study and in investigations (e.g. prediction, method, result, conclusion).</p> <p>Record my observations in writing, simple diagrams and ICT and make comparisons</p> <p>I say whether what happened was what I expected</p>	<p>Animals & Humans</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>The Environment</p> <p>To observe closely, using simple equipment by measuring the time taken for ice to melt in a comparative test.</p> <p>To identify and classify by sorting litter into recycling groups based on their materials.</p> <p>To use their observations and ideas to suggest answers to questions by suggesting ways that waste can be reduced, reused and recycled.</p> <p>Using their observations and ideas to answer questions by thinking of ways to persuade people to use less energy. Gathering and recording data to help in answering questions by taking surveys.</p> <p>To ask simple questions and recognise that they can be answered in different ways by researching the rainforest</p> <p>Performing simple tests, by investigating how much water can be saved by turning off the tap while washing hands</p> <p>To ask simple questions and recognise that they can be answered in different ways by asking and answering questions about endangered animals.</p>	<p>Materials</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Plants</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Living Things & Their Habitats</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Super Scientists & Innovative Inventors</p> <p>All science key skills covered. Focus on the skills your class most need.</p>
Art & DT	Making Finger Puppets of	Impressionism (Monet) Painting	Baking Healthy Bread	Van Gogh	Making Mobiles	Hokusai

	<p>animals in the local area</p> <p><i>I can plan and create a design</i></p> <p><i>I can assemble, join and combine materials</i></p> <p><i>I can evaluate my final product</i></p>	<p>the River Thames</p> <p><i>I can discuss the work of an artist</i></p> <p><i>I can show control in the methods and materials that I use in my work</i></p> <p><i>I can develop the range of art and design techniques</i></p>	<p><i>I can design a purposeful and appealing product</i></p> <p><i>I can use a wide range of materials to prepare a healthy dish</i></p>	<p><i>I can compare similarities and differences between artists</i></p> <p><i>I can select appropriate tools, techniques and materials</i></p>	<p><i>I can explain my ideas and make choices about what I do</i></p> <p><i>I can select appropriate tools, techniques and materials</i></p>	<p><i>I can compare similarities and differences between artists</i></p> <p><i>I can explain the features of different kinds of art</i></p> <p><i>I can suggest ways to improve my work</i></p>
R.E.	Why did Jesus teach the Lord's prayer as the way to pray?	Where is the light of Christmas?	Islam What is the best way for a Muslim to show commitment to God?	How do Easter symbols help us to understand the meaning of Easter for Christians?	Judaism Why are they having a party?	Why do Christians make and keep promises before God?
Computing	<p>Word processing</p> <p><i>I can use technology safely and respectfully, keeping personal information private</i></p> <p><i>I can use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p>Programming Beebots & Blue-bots</p> <p><i>I can use technology safely and respectfully, keeping personal information private</i></p> <p><i>I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.</i></p> <p><i>I can understand what algorithms are and how they are implemented as programs on digital devices</i></p> <p><i>I can use logical reasoning to predict the behaviour of simple programs</i></p> <p><i>I can understand that programs execute by following precise and unambiguous instructions</i></p> <p><i>I can create and debug simple programs</i></p>	<p>Effective Searching & Computer Art</p> <p><i>I can use technology safely and respectfully and identify where to go for help</i></p> <p><i>I can recognise common uses of information technology beyond school</i></p> <p><i>I can use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p>Coding with Scratch Junior app</p> <p><i>I can use technology safely and respectfully, keeping personal information private</i></p> <p><i>I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.</i></p> <p><i>I can understand what algorithms are and how they are implemented as programs on digital devices</i></p> <p><i>I can use logical reasoning to predict the behaviour of simple programs</i></p> <p><i>I can understand that programs execute by following precise and unambiguous instructions</i></p> <p><i>I can create and debug simple programs</i></p>	<p>Making Music & Presentation</p> <p><i>I can use technology safely and respectfully, keeping personal information private</i></p> <p><i>I can recognise common uses of information technology beyond school</i></p> <p><i>I can use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p>Coding with PurpleMash</p> <p><i>I can use technology safely and respectfully, keeping personal information private</i></p> <p><i>I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.</i></p> <p><i>I can understand what algorithms are and how they are implemented as programs on digital devices</i></p> <p><i>I can use logical reasoning to predict the behaviour of simple programs</i></p> <p><i>I can understand that programs execute by following precise and unambiguous instructions</i></p> <p><i>I can create and debug simple programs</i></p>
PSHE	Jigsaw: Being me in my world	Jigsaw: Celebrating difference	Jigsaw: Dreams and goals	Jigsaw: Healthy me	Jigsaw: Relationships	Jigsaw: Changing me
Physical Education	<p>Games Sending and Return</p> <p><i>I can perform a range of skills with control (focus on different generic skills – rather than named sports – over the weeks i.e. rolling, throwing, striking, kicking, catching and gathering skills)</i></p> <p><i>I can watch and describe performances accurately</i></p>	<p>Games Attack, defend and shoot through inventing and creating games</p> <p><i>I can choose and use tactics that work for my game</i></p> <p><i>I understand and can describe changes to my heart rate when playing different games</i></p>	<p>Dance</p> <p><i>I can talk about different stimuli as the starting point for creating dance phrases and short dances.</i></p> <p><i>I can explore actions in response to stimuli such as stories, poems, events, rhythms, music, props etc.</i></p> <p><i>I can show some sensitivity to the accompaniment.</i></p> <p>Swimming</p>	<p>Gymnastics Spinning, Turning and Twisting</p> <p><i>I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination.</i></p> <p><i>I can make up sequences of gymnastic actions.</i></p> <p><i>I can adapt the sequence to include floor, mats,</i></p>	<p>Dance</p> <p><i>I can perform short dances using rhythmic and dynamic qualities to express moods, ideas and feelings.</i></p> <p><i>I can show an understanding of mood and describe how a dance makes me feel.</i></p>	<p>Athletics Run, Jump & Throw</p> <p><i>I can run at different speeds for short and long distances</i></p> <p><i>I can learn to run at different speeds over obstacles</i></p> <p><i>I can throw across long and short distances</i></p> <p><i>I can aim at a target when throwing</i></p>

	<p><i>I recognise what is Successful Gymnastics</i></p> <p><i>I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination.</i></p> <p><i>I can make up sequences.</i></p> <p><i>I can move smoothly from a position of stillness to a travelling movement/another stillness.</i></p> <p><i>I know that gymnastics makes my heart beat faster.</i></p>	<p><i>I can make up a game using games equipment that increases my heart rate</i></p> <p><i>I can know how to score and keep the rules of my game</i></p> <p><i>I can watch and describe the games of others accurately</i></p> <p><i>I can record my game and teach others how to play (link to instructional writing)</i></p> <p style="text-align: center;">Swimming</p>		<p><i>apparatus, showing control, accuracy and fluency.</i></p> <p><i>I can repeat and perform a short sequence where there is a clear beginning, middle and end.</i></p> <p><i>I can describe a sequence accurately, commenting on what it contains and whether it is performed smoothly and with control.</i></p> <p><i>I can choose one aspect of their sequence to improve, and say how to improve it.</i></p> <p style="text-align: center;">Swimming</p>	<p><i>I can explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels</i></p> <p><i>I can show a growing range of creative movements.</i></p> <p><i>I can choose and link actions to make short dance phrases</i></p> <p><i>I can describe dance phrases and expressive qualities</i></p> <p style="text-align: center;">Swimming</p>	<p><i>I can link a variety of jumps together I know which muscles make power and how they are important when jumping</i></p> <p><i>I can throw into targets set at different distances</i></p> <p><i>I can use different techniques and speeds to meet challenges set for running, jumping and throwing.</i></p> <p><i>I can describe what happens to my body when I am taking part in Athletics</i></p> <p style="text-align: center;">Swimming</p>
Music	<p>Ourselves (Exploring Sounds) <i>I can create and respond to vocal sounds and body percussion</i> <i>I can develop the use of vocal sounds to express feelings</i> <i>I can explore expression in a conversation without words</i> <i>I can notate pitch shape and duration using simple line graphics</i> <i>I can understand how mood can be expressed using the voice</i> <i>I can understand the structure of call and response songs</i></p> <p>Animals (Pitch) <i>I can listen to a steady beat and responding in movement</i> <i>I can identify and respond to changes in pitch, upwards and downwards</i> <i>I can perform changes in pitch using whole body movement and voice</i> <i>I can understand and perform upwards and downwards pitch direction</i> <i>I can read pitch line notation</i> <i>I can play pitch lines on tuned percussion</i> <i>I can combine pitch change with changes in other elements/dimensions</i></p>	<p>Weather (Exploring Sounds) <i>I can perform a rhythmic chant and playing an independent rhythm pattern</i> <i>I can accompany it</i> <i>I can listen in detail to a piece of orchestral music</i> <i>I can perform an updated version of a traditional nursery rhyme with a rap section included</i> <i>I can accompany a song with three different repeated word patterns</i> <i>I can compose music to illustrate a story</i></p> <p>Pattern (Beat) <i>I can perform steady beat patterns, including in groups, to accompany a song</i> <i>I can play different patterns of steady beat within four beats, and match them to a simple score</i> <i>I can perform and create simple rhythms using a simple score</i> <i>I can perform and create simple three-beat rhythms using a simple score</i> <i>I can interpret a score to perform different beat patterns</i> <i>I can perform beat patterns with voices and percussion</i> <i>I can explore different ways to organise music</i></p>	<p>Toys (Beat) <i>I can keep a steady beat at different speeds (tempi)</i> <i>I can mark beats within a four-beat metre</i> <i>I can develop a sense of steady beat through chant, actions, and instruments</i> <i>I can perform a steady beat</i> <i>I can change tempo</i> <i>I can respond to images</i></p> <p>Storytime (Exploring Sounds) <i>I can combine sounds to create a musical effect</i> <i>I can understand how music, dance, and drama can combine in storytelling</i> <i>I can explore voices to create descriptive musical effects</i> <i>I can create and match descriptive sounds made with the voice</i> <i>I can perform to an audience</i></p>	<p>Our Land (Exploring Sounds) <i>I can explore timbre and texture to understand how sounds can be descriptive</i> <i>I can match descriptive sounds to images</i> <i>I can identify ways of producing sounds</i> <i>I can listen to and evaluate composition</i> <i>I can rehearse and refine to develop a performance</i></p> <p style="text-align: center;">Seasons (Pitch) <i>I can sing with expression, paying attention to the pitch shape of the melody</i> <i>I can sing using sign language in a song</i> <i>I can accompany a song with vocal and instrumental ostinato</i> <i>I can identify rising and falling pitch</i> <i>I can perform a rising pitch sequence in a song</i> <i>I can listen and respond to pitch changes with movements</i></p>	<p>Travel (Performance) <i>I can explore patterns of physical movement in a game song</i> <i>I can respond to a song with movement</i> <i>I can use simple musical vocabulary to describe music</i> <i>I can combine steady beat and rhythms to accompany a song</i> <i>I can listen and respond to contemporary orchestral music</i> <i>I can play an instrument game to practise steady beat at changing tempi</i> <i>I can prepare and improve a performance using movement, voice and percussion</i> <i>I can use instruments expressively</i> <i>I can understand notation</i></p> <p style="text-align: center;">Number (Beat) <i>I can perform a steady beat and simple rhythms using movement, percussion, and body percussion</i> <i>I can understand and differentiate between beat and rhythm</i></p>	<p>Our Bodies (Beat) <i>I can recognise and respond to steady beats, including at different tempi</i> <i>I can recognise and play rhythmic patterns</i> <i>I can recognise and respond to a rhythm ostinato pattern</i> <i>I can play steady beats at different tempi on body percussion and instruments</i> <i>I can sing in two parts and combine steady beats</i> <i>I can perform rhythmic movement patterns to a steady beat</i> <i>I can perform rhythmic patterns on percussion</i></p> <p style="text-align: center;">Water (Pitch) <i>I can understand pitch through singing, movement, and note names</i> <i>I can perform a melody</i> <i>I can understand melody through songs, movement, and performing pitch shapes on tuned instruments</i> <i>I can explore and develop an understanding of pitch</i> <i>I can use musical scales, high notes and low notes in a composition</i></p>
Trips	Florence nightingale museum	Clipper boat Thames Barrier London	St Paul's (Great Fire of London workshop)	National Gallery to see the Sunflowers	Science or transport museum	Horniman Museum

			East London Mosque			
Key Text	History corner: Florence Nightingale Traction Man Day the crayons quit	The tunnel Into the forest A River by Marc Martin Dinosaurs and all that rubbish Oi! Get off my train	Samuel Pepys' diary Vlad and the Great Fire of London Kate Cunningham & Sam Cunningham The Great Fire of London: 350th Anniversary of the Great Fire of 1666 Emma Adams & James Weston Lewis Tell me a dragon Story machine	Captain Flinn Sea Monster	Information report on animals The disgusting Sandwich	Peach Boy Haiku poetry

Year 3						
Big Question	Does the Past Help us to Understand who we are?		Is change a positive thing?		What Qualities do you Need to Make a Difference?	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/ Geography	<p>Stone – Iron Age (The invention of the wheel)</p> <p><i>I can use evidence to find answers to questions about the past</i></p> <p><i>I use dates and other historical vocabulary</i></p> <p><i>I identify some of the different ways in which the past has been represented</i></p>	<p>Mapping my Local Area</p> <p><i>I can describe the physical and human features of different localities</i></p> <p><i>I can give reasons for my observations and views about places and environments</i></p> <p><i>I can give explanations for the location of some of those features</i></p> <p><i>I am aware that different places may have both similar and different characteristics that influence the lives and activities of people living there</i></p>	<p>Romans</p> <p><i>I use evidence to find answers to questions about the past</i></p> <p><i>I can describe some of the main events, people and periods I have studied</i></p> <p><i>I suggest causes and consequences of the main events and changes in history</i></p>	<p>Volcanoes</p> <p><i>I can talk about physical and human features</i></p> <p><i>I can discuss changes over time</i></p> <p><i>I use skills and sources of evidence to respond to a range of geographical questions</i></p> <p><i>I can use atlas' and globes accurately</i></p> <p><i>I can use technical vocabulary with accuracy</i></p>	<p>Anglo-Saxons: Alfred the Great</p> <p><i>I use dates and other historical vocabulary</i></p> <p><i>I show some of the similarities and differences between periods I have studied</i></p> <p><i>I place people and periods I have studied into different periods of time</i></p>	<p>Europe</p> <p><i>I can locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</i></p> <p><i>I can use atlas's and globes accurately</i></p> <p><i>I can describe and understand key aspects of human geography including: types of settlement and land use; economic activity including trade links</i></p> <p><i>I can sketch maps, plans and graphs</i></p>
Science	<p>Light</p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p>	<p>Animals including Humans</p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some animals have skeletons and muscles for support, protection and movement</p>	<p>Forces & Magnets</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p>	<p>Rocks</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rocks</p> <p>recognise that soils are made from rocks and organic matter.</p>	<p>Plants</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering</p>	<p>Super Scientists & Innovative Inventors</p> <p>All science key skills covered. Focus on the skills your class most need.</p>



<p>comparative and fair testing.</p> <p>Make systematic and careful observations, including taking measurements, using a range of equipment.</p> <p>Gather, record, classify and present data in a variety of ways to answer questions (e.g. table, Venn diagram, Carroll diagram, bar chart).</p> <p>Record observations using drawings and labelled diagrams.</p> <p>Report results and conclusions orally, in writing, displays and presentations</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use scientific language, drawings, labelled diagrams, keys, bar charts, and tables with growing accuracy</p> <p>Draw simple conclusions from results and make further predictions from them based on</p>	<p>find patterns in the way that the size of shadows change</p>		<p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing</p>		<p>plants, including pollination, seed formation and seed dispersal.</p>	
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<p>patterns identified.</p> <p>Suggest how a method could be improved to provide more accurate results.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p>						
Art & DT	<p>Cave Paintings</p> <p><i>I can use a sketchbook to record my ideas</i></p> <p><i>I can collect information so that I can make choices about my work</i></p> <p><i>I can improve mastery of art and design skills</i></p>	<p>Abstract Art – Turning Sketches into abstract art (Paul Klee)</p> <p><i>I can talk about great artists in history</i></p> <p><i>I can investigate materials and methods to develop my understanding</i></p> <p><i>I can record sketches of my ideas</i></p>	<p>Roman Mosaics</p> <p><i>I can explore ideas</i></p> <p><i>I can talk about ideas and meaning</i></p> <p><i>I can adapt and improve my own work</i></p>	<p>Paper Mache Volcano</p>	<p>Making Jewellery</p>	<p>Traditional European Recipes</p>
R.E.	<p>What is the Bible's 'big story' and what does it reveal about having in God?</p>	<p>How did advent and Epiphany show us what Christmas is really like?</p>	<p>Judaism</p> <p>What does it mean to be a Jew?</p>	<p>Who is the most important person in the Easter story?</p>	<p>Buddhism</p> <p>What is Buddhism?</p>	<p>Who is Jesus (I amstatements)</p>
Computing	<p>Augmented Reality & Word Processing</p> <p><i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour</i></p> <p><i>I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create ... content that... evaluating and presenting data and information</i></p>	<p>Coding with Scratch</p> <p><i>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</i></p> <p><i>I can solve problems by decomposing them into smaller parts?</i></p> <p><i>I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> <p><i>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p>Augmented Reality & Publishing</p> <p><i>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create ... content that... evaluating and presenting data and information</i></p>	<p>Internet Research & Coding</p> <p><i>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour</i></p> <p><i>I can learn about 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</i></p> <p><i>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</i></p> <p><i>I can solve problems by decomposing them into smaller parts?</i></p> <p><i>I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> <p><i>I can use logical reasoning to explain</i></p>	<p>Coding with PurpleMash</p> <p><i>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</i></p> <p><i>I can solve problems by decomposing them into smaller parts?</i></p> <p><i>I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> <p><i>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p>Presentation</p> <p><i>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create ... content that... evaluating and presenting data and information</i></p>

				how some simple algorithms work and to detect and correct errors in algorithms and programs		
PSHE	Jigsaw: Being me in my world	Jigsaw: Celebrating difference	Jigsaw: Dreams and goals	Jigsaw: Healthy me	Jigsaw: Relationships	Jigsaw: Changing me
Physical Education	Dance <i>I can show an imaginative response to different stimuli through my use of language and choice of movement.</i> <i>I can use a range of expressive language to describe dance</i> <i>I can incorporate different qualities and dynamics into my movement</i> <i>I can perform short dances with expression, showing an awareness of others when moving.</i> <i>I can describe what makes a good dance phrase</i>	Gymnastics <i>I can use shape, balance and travel to explore floor, mats and apparatus.</i> <i>I can practise an action or short sequence of movements, and improve the quality of those actions and linking movements.</i> <i>I can explain the differences between two performances.</i> <i>I know the importance of warming up and identify when my body is warm and stretched.</i>	Dance <i>I can sustain effort in my dances</i> <i>I can recognise unison and canon and suggest improvements.</i> <i>I can link actions to make short dances when working with a partner or in a small group</i> <i>I can use a range of expressive language to describe dance</i>	Gymnastics <i>I can show control, accuracy and fluency of movement when performing actions on my own and with a partner.</i> <i>I can devise and perform a gymnastic sequence, showing a clear beginning, middle and end both independently and with a partner.</i> <i>I can adapt a sequence to include different levels, speeds or directions.</i> <i>I know the importance of warming up and identify when my body is warm and stretched.</i>	Cricket <i>I can strike a ball with intent and throw it more accurately when bowling and/or fielding</i> <i>I can intercept and stop the ball with consistency, and return it quickly and accurately</i> <i>I can choose and use batting or throwing skills to make the game hard for my opponents</i>	Athletics Run, Jump & Throw <i>I can run at different speeds e.g. change my pace with control</i> <i>I can decide the correct pace when running a long distance</i> <i>I can develop fluency and rhythm when choosing and applying different stride patterns</i> <i>I can use different throwing techniques e.g. push/pull throw, fling & heave throw</i> <i>I can throw accurately at a target and across different distances</i>
	OAA <i>I can recognise where I am on a plan or diagram</i> <i>I can travel successfully to and from objects and locations on the ground</i> <i>I can recognise symbols and pictures and relate them to a diagram</i> <i>I can use a range of skills to lift and carry equipment</i> <i>I can choose simple approaches to solve the problems I have been set</i> <i>I can work cooperatively with others on tasks</i> <i>I can show an awareness of how to keep safe</i> <i>I can describe my own and others' roles in activities</i>	Netball <i>I can use a range of Netball skills to help me keep possession and control of the ball</i> <i>I can use a range of skills to keep possession and make progress towards a goal, on my own and with others</i> <i>I can weigh up the options and often make good decisions about what to do</i> <i>I can recognise players who play well in games and give some reasons why</i>	Athletics Run, Jump & Throw <i>I can explore different body position in flight</i> <i>I can explore different combination of jumps</i> <i>I can pass and receive a baton when running as a team</i> <i>I can jump over hurdles with control and balance</i> <i>I can describe what happens to my body when I am taking part in Athletics</i> <i>I can apply a variety of techniques in a running, jumping and throwing competition</i>	Invasion Games <i>I can understand that strength and suppleness are important in gymnastics.</i> <i>I know how to improve a performance.</i>	Net Games Tennis <i>I can keep a game going using a range of different ways of throwing</i> <i>I can vary the speed and direction of the ball</i> <i>I can choose good places to stand when receiving, and give reasons for my choice</i> <i>I can describe what is successful in my own and others' play</i>	Tag Rugby <i>I can use a range of skills to help me keep possession and control of the ball</i> <i>I can pass and receive the ball, keeping control and possession consistently</i> <i>I know how to use space in games</i> <i>I can recognise and describe what happens to my breathing and heart rate when I play games, and begin to link this to how warm I feel</i> <i>I can describe and show how some games use short bursts of speed</i> <i>I can identify what I do best and what I find most difficult</i>
French - FL	Greetings & introductions Numbers 0-20 Classroom instructions	Days of the week How old are you? How are you? Alphabet Christmas	3 Kings Festival story	Animals / Pets Colours Time: O'clock Easter	A few European countries and flags Body parts	Places in town and transport
Whenever possible, the French unit are adapted to tie in with the topics being covered by the class teacher. All skills are constantly revisited and consolidated throughout the year						
Pronunciation and Phonics I can imitate basic sounds I can recognise basic phonemes and graphemes I can repeat and read aloud simple words, phrases and short sentences.						



	<p>Oracy I can understand and say simple words, phrases and short sentences I can respond to simple songs /poems/stories. I can ask and answer simple questions. I can present/perform simple tasks. (Introduce oneself...) I can use strategies for memorisation of vocabulary (actions, visuals cognates, memory triggers etc.)</p> <p>Literacy and Grammar I can understand some familiar written words, phrases and short sentences. I can start using context and simple comparisons with English to determine some meaning. I can copy familiar words. I can experiment with writing some familiar words from memory. I can use strategies for memorisation of spelling (number of letters, shapes, patterns, cognates, memory triggers etc.) I can explain the layout of a bi-lingual dictionary I can begin to recognise and apply simple grammar patterns such as gender and number. I can link words with a simple connective (and). I know that there are similar and different rules about capitalisation in French - no capitals for days or months</p> <p>Culture I can show an interest in, and understanding of French-speaking cultures.</p>					
<p>Music</p>	<p>Music Express Singing French (Pitch) <i>I can understand pitch through melody</i> <i>I can develop a song</i> <i>I can understand pitch through singing and playing a melody</i> <i>I can recognise pitch shapes</i> <i>I can read notations to play a melody</i></p> <p>Communication (Composition) <i>I can represent sounds with symbols</i> <i>I can use my voice creatively and expressively</i> <i>I can explore different ways to emphasise the first beat in a repeating pattern or metre</i> <i>I can create and perform from a symbol score</i></p>	<p>Music Express Human body (Structure) <i>I can understand call and response structure</i> <i>I can perform word rhythms</i> <i>I can explore sounds</i> <i>We can sing in two parts</i> <i>I can perform a call and response structure</i> <i>I can understand and perform binary form I can perform call and response</i></p>	<p>Music Express Poetry (Performance) <i>I can enhance and extend the performance of a poem using vocal patterns</i> <i>I can improvise descriptive music</i> <i>I can identify a sequence of sounds (structure) in a piece of music</i> <i>I can respond to music through movement</i></p> <p>China (Pitch) <i>I can understand the pentatonic scale</i> <i>I can use graphic notation with the pentatonic scale</i> <i>I can understand pitch through composing, notating, and reading graphic notation</i> <i>I can perform a pentatonic song with tuned and untuned accompaniment</i> <i>I can explore the pentatonic scale</i> <i>I can play in steps using graphic notation</i></p>	<p>Music Express Building (Beat) I can understand how music can be organised in sequences and layers I can use my voice and actions to perform simple rhythms within a steady beat I can combine rhythms in layers I can create music using children's own ideas I can make choices about musical structure</p> <p>Sounds (Exploring Sounds) <i>I can understand how sounds are produced and how instruments are classified</i> <i>I understand about aerophones</i> <i>I understand musical conversation structure</i> <i>I understand about idiophones</i> <i>I understand call and response</i> <i>I understand about chordophones</i> <i>I can create a call and response</i></p>	<p>Music Express Ancient Worlds (Structure) <i>I can explore tuned and untuned percussion to create soothing, repetitive music based on ostinato</i> <i>I can sing a song and accompanying it with tuned percussion ostinato</i> <i>I can explore musical phrases, melodic imitation and rounds</i> <i>We can perform a round in three parts</i> <i>I can arrange an accompaniment with attention to balance and musical effect</i></p> <p>Time (Beat) <i>I can identify the metre in a piece of music</i> <i>I can play independent parts in more than one metre simultaneously</i> <i>I can identify and perform an ostinato</i> <i>I can improvise to an ostinato accompaniment</i> <i>I can perform rhythmic ostinati individually and in combination</i> <i>I can layer rhythms</i> <i>I can recognise rhythm patterns in staff notation</i></p>	<p>Music Express Food and Drink (Performance) <i>I can explore simple accompaniments using beat and rhythm patterns</i> <i>We can sing a score and combining sounds to create different musical textures</i> <i>I can explore different types of accompaniment</i> <i>In the Past (Pitch)</i> <i>I can understand pitch</i> <i>I can read simple pitch notation</i> <i>I can understand and use pitch notations</i> <i>I can read simple rhythm notation</i> <i>We can perform a Tudor dance</i></p> <p>European Folk Music & Dance</p> <p>International Music Day 21st June</p>
<p>Trips</p>	<p>Museum of London (Prehistory story workshop)</p>	<p>Docklands Museum Local area walk St Paul's (advent) Mudchute (science) Canary Wharf Group</p>	<p>St Paul's (Roman mosaic workshop)</p>	<p>Natural History Museum</p>	<p>London Buddhist Centre British Museum or Museum of London for Anglo-Saxons</p>	<p>Science museum Billingsgate Market</p>

Key Text	Stone Age Boy By Satoshi Kitamura Ug: Boy Genius of the Stone Age Raymond Briggs Stig of the Dump Clive King Iron Man	Sheep Pig Iggy Peck, Architect Andrea Beaty	Roman myths: Hercules, Romulus and Remus What the Romans Did For Us Alison Hawes Romans on the Rampage Jeremy Strong	Escape from Pompeii Christina Balit The Pebble in my Pocket: A History of Our Earth Meredith Hooper & Chris Coady Stone Girl Bone Girl Laurence Anholt and Sheila Moxley	Anglo-Saxon Boy Beowulf (Usborne) Rob Lloyd Jones & Victor Tavares How To Be an Anglo-Saxon in 13 Easy Steps Scoular Anderson The King Who Threw Away His Throne Terry Deary	Hansel and Gretel European traditional tales
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Year 4

Big Question	<i>Can learning from the past teach us to improve?</i>		<i>Why do ideas change over time?</i>		<i>Is it ever okay to treat people differently?</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/ Geography	<p>Vikings – 1066</p> <p><i>I place people and periods into chronological order</i></p> <p><i>I describe events using technical vocabulary and detail drawn from sources of evidence</i></p> <p><i>I use evidence to support my judgements of the past</i></p>	<p>Biomes & climates of the world 'All around the world'</p> <p><i>I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.</i></p> <p><i>I can identify lines of latitude and longitude.</i></p> <p><i>I can describe the key features of the polar regions and compare them to the UK</i></p> <p><i>I can compare the climate of the tropics with the UK climate.</i></p> <p><i>I can explain the position and significance of the Prime Meridian.</i></p> <p><i>I can explain the position and significance of time zones</i></p>	<p>The Egyptians Comparative study between Cleopatra & Hatshepsut</p> <p><i>I can explore similarities and differences</i></p> <p><i>I use evidence to support my judgements of the past</i></p> <p><i>I describe events using technical vocabulary and details drawn from sources of evidence</i></p>	<p>Natural Resources (rivers/ water)</p> <p><i>I can locate the key rivers of the UK.</i></p> <p><i>I can locate the key rivers of the world.</i></p> <p><i>I can describe the key features of a river system.</i></p> <p><i>I can describe the ways rivers are used.</i></p> <p><i>I can explain the water cycle.</i></p>	<p>Harriet Tubman / setting up the underground railroad</p> <p><i>I can state cause and consequences of the impact of historical events</i></p> <p><i>I know the past is represented in different ways and can make judgements on the accuracy of sources</i></p> <p><i>I can use evidence to support my judgements of the past</i></p>	<p>Earth Quakes</p> <p><i>I can describe and understand key aspects of physical Geography (in the context of what is under the Earth's surface)</i></p> <p><i>I can explain what causes earthquakes and how they are measured.</i></p> <p><i>I can use primary and secondary sources of evidence in my investigations</i></p> <p><i>I can present my findings accurately using technical</i></p>
Science Use different types of scientific enquiry to answer questions Ask relevant questions that can be answered using a range of scientific enquiry approaches.	<p>Living things and their habitats</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this</p>	<p>Animals & Humans</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p>	<p>States of Matter</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p>	<p>Electricity</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or</p>	<p>Sound</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Super Scientists & Innovative Inventors</p> <p>All science key skills covered. Focus on the skills your class most need.</p>



<p>Choose an appropriate approach to an enquiry (e.g. fair test or observation).</p> <p>Set up simple practical enquiries using comparative and fair testing. Choose appropriate equipment for an investigation.</p> <p>Make systematic and careful observations using a range of equipment.</p> <p>Take accurate measurements using standard units (cm, g, oc), using a range of equipment, including thermometers and data loggers.</p> <p>Gather, record, classify and present data in a variety of ways to answer questions (e.g. table, Venn diagram, Carroll diagram, bar chart).</p> <p>Record observations using drawings and labelled diagrams.</p> <p>Report results and conclusions orally and in writing.</p> <p>Report results and conclusions using displays and presentations.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use scientific language, drawings,</p>	<p>can sometimes pose dangers to living things</p>	<p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>not the lamp is part of a complete loop with a battery</p> <p>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> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>		
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<p>labelled diagrams, keys, bar charts, and tables with growing accuracy</p> <p>Draw simple conclusions from results and make further predictions from them based on patterns identified.</p> <p>Suggest how a method could be improved to provide more accurate results.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p>						
Art & DT	<p>Creating a Viking Meal</p>	<p>Still life sketches</p> <p><i>I can record ideas in my sketchbook</i></p> <p><i>I can make selective choices about my resources</i></p> <p><i>I can investigate and use the qualities of materials and methods to develop my understanding</i></p>	<p>Weaving baskets</p>	<p>Pop Art – Andy Warhol</p> <p><i>I can communicate my ideas using technical vocabulary</i></p> <p><i>I can describe the work of others, commenting on the ideas and purposes with authority</i></p> <p><i>I can continue to develop my mastery of art and design skills</i></p>	<p>Making musical instruments</p>	<p>Collages</p> <p><i>I can talk about the work of a range of different artists and designers</i></p> <p><i>I can evaluate my own work and make improvements as a result</i></p>
R.E.	<p>How did belief in God affect the actions of people from the Old Testament?</p>	<p>What do Christians mean by peace at Christmas?</p>	<p>Hinduism</p> <p>What is the importance of symbolism, beliefs and teaching in Hinduism?</p>	<p>How does Holy Communion build a Christian community?</p>	<p>Hinduism</p> <p>What does it mean to be a Hindu?</p>	<p>Liturgy</p> <p>Why is liturgy important to many Christians?</p>
Computing	<p>Coding Quizzes with Scratch</p> <p><i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour</i></p> <p><i>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</i></p> <p><i>I can solve problems by decomposing them into smaller parts?</i></p> <p><i>I can use sequence, selection, and repetition</i></p>	<p>Filming / Animation</p> <p><i>I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of... content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p>	<p>Augmented Reality & Word Processing</p> <p><i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour</i></p> <p><i>I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create ... content that accomplishes... evaluating and presenting data and information</i></p>	<p>Programming with Logo</p> <p><i>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</i></p> <p><i>I can solve problems by decomposing them into smaller parts?</i></p>	<p>Research and Communication</p> <p><i>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></p>	<p>Coding with PurpleMash</p> <p><i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour</i></p> <p><i>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</i></p> <p><i>I can solve problems by decomposing them into smaller parts?</i></p> <p><i>I can use sequence, selection, and repetition in programs; work with</i></p>

	<p><i>in programs; work with variables and various forms of input and output</i></p> <p><i>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>			<p><i>I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> <p><i>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p><i>I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create ... content that accomplishes... evaluating and presenting data and information</i></p>	<p><i>variables and various forms of input and output</i></p> <p><i>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>
PSHE	Jigsaw: Being me in my world	Jigsaw: Celebrating difference	Jigsaw: Dreams and goals	Jigsaw: Healthy me	Jigsaw: Relationships	Jigsaw: Changing me
Physical Education	<p>OAA</p> <p><i>I can recognise symbols and pictures and relate them to a diagram</i></p> <p><i>I can understand the purpose of an activity and plan their actions so that they are successful</i></p> <p><i>I can work cooperatively with others on tasks</i></p> <p><i>I can recognise and describe the different physical demands of the tasks and challenges</i></p> <p><i>I can show an awareness of how to keep safe</i></p> <p><i>I can identify what was completed well and what different approaches could have been used</i></p> <p><i>I can use skills with control in problem-solving activities</i></p> <p><i>I can learn from watching others and use what I have seen to improve my own performance</i></p>	<p>Invasion Games Netball</p> <p><i>I can use a range of different passing skills</i></p> <p><i>I can change direction and speed when sending and receiving the ball</i></p> <p><i>I can keep and use rules given to me</i></p> <p><i>I can describe the help I need to improve my play</i></p> <p><i>I can play with greater speed and flow</i></p> <p><i>I can suggest how rules could be changed to improve the game</i></p> <p><i>I can use a range of tactics to keep possession of the ball and get into positions to shoot or score</i></p> <p><i>I know and explain the tactics and skills that I am confident with and use well in games</i></p>	<p>Gymnastics</p> <p><i>I can perform a range of rolling actions with consistency, fluency and clarity of movement.</i></p> <p><i>I can combine actions to make sequences with changes of speed, level and direction, and clarity of shape.</i></p> <p><i>I can increase the length of my sequences.</i></p> <p><i>I can make similar or contrasting shapes on the floor and apparatus, I can combine actions and maintain the quality of performance when performing at the same time as my partner.</i></p> <p><i>I can work with my partner to make up a sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</i></p> <p><i>I can offer constructive ideas when working with a partner.</i></p> <p><i>I can make simple assessments of performance based on a criterion given by the teacher</i></p> <p><i>I can use these assessments to modify and refine their sequences and others' work</i></p> <p><i>I can offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight</i></p>	<p>Dance</p> <p><i>I can think about character and narrative ideas created by the stimulus, and respond through movement</i></p> <p><i>I can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on my own, with a partner and in a group.</i></p> <p><i>I can remember, practise and combine longer, more complex dance phrases</i></p> <p><i>I can describe and interpret dance movements using appropriate vocabulary</i></p> <p><i>I can use different compositional ideas to create motifs incorporating unison, canon, action and reaction.</i></p> <p><i>I can suggest how dances and performances can be improved, so that they communicate more effectively</i></p> <p><i>I can show understanding of warming up and cooling down, and choose appropriate activities to do on my own.</i></p> <p><i>I can communicate what I want through my dances and perform with fluency and control, showing sensitivity to the accompaniment and to others</i></p> <p><i>I can suggest how dances and performances can be improved and can communicate more effectively</i></p> <p>Swimming</p>	<p>Striking and Fielding Cricket</p> <p><i>I can choose where to stand as a fielder to make it hard for the batter</i></p> <p><i>I am familiar with and use the rules set, and keep games going without disputes</i></p> <p><i>I can identify parts of my performance that need improvement, and suggest how to achieve this</i></p> <p>Swimming</p>	<p>Striking and Fielding Cricket</p> <p><i>I can choose where to stand as a fielder to make it hard for the batter</i></p> <p><i>I am familiar with and use the rules set, and keep games going without disputes</i></p> <p><i>I can identify parts of my performance that need improvement, and suggest how to achieve this</i></p> <p>Swimming</p>
French - FL	Back to School Classroom items	3 Kings Festival	Months & Numbers 0- 31	Time: o'clock & half past	Clothes Weather	Food



		School subjects Likes / dislikes	When is your birthday? Christmas	Hobbies Places in school Easter		French-speaking Countries and Flags
<p>Whenever possible, the French unit are adapted to tie in with the topics being covered by the class teacher. All skills are constantly revisited and consolidated throughout the year</p> <p>Pronunciation and Phonics I can imitate most of the sounds. I can recognise most phonemes and graphemes I can repeat and read aloud a wide range of words, phrases and short sentences.</p> <p>Oracy I can understand and say words, phrases and short sentences on several topics. I can respond to a wider range of songs /poems/stories. I can give information and ask and answer questions on several topics. I can present/perform short (memorised) texts. I can begin to understand/express simple opinions and feelings.</p> <p>Literacy and Grammar I can understand a range of familiar written words, phrases and sentences. I can follow short, familiar texts, listening and reading at the same time. I can use context and comparisons with English to determine some meaning. I can write familiar words, phrase and short sentences using a model. I can experiment with writing some familiar words from memory. I can begin to recognise main word classes. I can use a bi-lingual dictionary to find the meaning of individual words. I can recognise and apply simple grammar patterns such as gender and number. I can use the negative form with familiar verbs. I can link words with a simple connective (and, but). I know that there are similar and different rules about capitalisation in French - no capitals for days or months</p> <p>Culture I can show an interest in and an understanding of French-speaking cultures.</p>						
Music	Music Express	Music Express	Music Express	Music Express	Music Express	Music Express
<p>Communication (Composition)</p> <p><i>I can copy rhythms and a short melody</i></p> <p><i>I can play ostinati and layer them in a performance</i></p> <p><i>I can use music to communicate a meaning</i></p> <p><i>I can compose a rap</i></p> <p>In the Past (Notation)</p> <p><i>I can play a Renaissance dance tune from notations</i></p> <p><i>I can compose a fanfare</i></p> <p><i>I can understand simple musical structures</i></p> <p><i>I can perform a dance and play music used for celebrations</i></p> <p><i>I can sing a 1960s pop song</i></p> <p><i>I can create a performance</i></p>	<p>Environment (Composition)</p> <p><i>I can explore how different timbres can be descriptive</i></p> <p><i>I can explore combinations of different timbres to accompany a song</i></p> <p><i>I can accompany a song with drone and ostinato on tuned percussion</i></p> <p><i>I can explore the descriptive music of two major composers</i></p> <p><i>I can compose an introduction for a song</i></p> <p>Recycling (Structure)</p> <p><i>I can make instruments</i></p> <p><i>I can perform a verse and chorus structure</i></p> <p><i>I can interpret notation</i></p> <p><i>I can improvise</i></p> <p><i>I can understand an "ABA" structure</i></p> <p><i>I can perform repeat rhythms</i></p>	<p>Ancient Worlds - Egypt (Structure)</p> <p><i>I can participate in a verse and chorus song</i></p> <p><i>I can understand that melodies have phrases</i></p> <p><i>I can explore layers and layering</i></p> <p><i>I can compare and contrast structure</i></p> <p><i>I can understand layers in musical structure</i></p> <p><i>I can identify key features of minimalist structure</i></p> <p><i>I can play in groups / ensembles</i></p> <p><i>I can combine sections of music in a layered structure</i></p> <p><i>I can rehearse and prepare for a performance</i></p> <p>Food and Drink (Performance)</p> <p><i>I can combine expressive use of the voice with physical movement</i></p> <p><i>I can respond to sound with visual signals</i></p> <p><i>I can perform sequences of sounds matched to visual sequences</i></p> <p><i>I can sing a call and response chant</i></p>	<p>Singing Spanish (Pitch)</p> <p><i>I can sing in a group</i></p> <p><i>I can create descriptive music</i></p> <p><i>I can sing in a minor key in groups</i></p> <p><i>I can develop descriptive song accompaniments</i></p> <p><i>We can sing in two parts with accompaniment</i></p> <p><i>I can perform repeating rhythms</i></p> <p><i>I can combine tuned percussion, untuned percussion and singing</i></p> <p>Sounds (Exploring sound)</p> <p><i>I can classify instruments by the way sounds are produced</i></p> <p><i>I can make some simple beatboxing sounds</i></p> <p><i>I can sing a song and add beatboxing sounds</i></p> <p><i>I understand about aerophones</i></p> <p><i>I can participate in a partner song</i></p> <p><i>I can explore the combined expressive effects of different instrument groups</i></p>	<p>Around the World (Pitch) (Slavery and Spiritual Songs – Link to History - Harriet Tubman)</p> <p><i>I can explain the pentatonic scale (Lesson 1)</i></p> <p><i>I can play in leaps</i></p> <p><i>I can read graphic notation</i></p> <p><i>I can demonstrate relevant listening skills</i></p> <p><i>I can describe music using musical and non-musical terms</i></p> <p><i>I can compose and notate pentatonic melodies</i></p> <p><i>I can play a pentatonic song with leaps</i></p> <p><i>We can combine tuned percussion, untuned percussion and singing</i></p> <p>Time (Beat)</p> <p><i>I can identify the metre of a new song</i></p> <p><i>We can sing in three independent parts</i></p> <p><i>I can play and sing repeated patterns (ostinati) from notation</i></p> <p><i>I can identify metre in a piece of music</i></p> <p><i>I can understand syncopation and using</i></p>	<p>Building (Beat)</p> <p><i>I can understand about verse and chorus song structure</i></p> <p><i>We can combine four body percussion ostinati as a song accompaniment</i></p> <p><i>I can understand texture</i></p> <p><i>I understand about layered structure in a rhythmic ostinato piece</i></p> <p><i>We can create rhythmic ostinato</i></p> <p><i>I can accompany a melody with a drone</i></p> <p><i>I can describe the structure of a piece of orchestral music</i></p> <p><i>I can read a clock score to play a piece combining drone and melodic ostinati (Lesson 3)</i></p> <p><i>I can use a rondo structure to build a performance</i></p> <p>Poetry (Performance)</p> <p><i>I can follow music notation with reference to metre and accent</i></p> <p><i>I can build an extended performance piece from a poem</i></p> <p><i>I can use canon and ostinati as accompaniments</i></p> <p><i>I can use beatbox techniques to imitate the sound of a drum kit</i></p>	

		<p><i>I can chant in three parts</i></p> <p><i>I can explore sounds</i></p> <p><i>I can perform in rondo form</i></p>	<p><i>I can compose and play sequences of word rhythms</i></p> <p><i>I can understand and perform rondo structure</i></p> <p><i>I can participate in a traditional West African call and response song</i></p> <p><i>I can participate in a verse and chorus song</i></p> <p><i>I can play rhythmic and melodic accompaniments for a song and combine them in a performance</i></p>		<p><i>off-beat rhythms in improvisation</i></p> <p><i>I can combine independent parts in more than one metre</i></p> <p><i>I can identify how a well-known story has been told in music</i></p> <p><i>I can create music which tells a story</i></p>	<p>I can perform a rap with a vocal beatbox accompaniment</p> <p>I can perform a poem with rhythmic accuracy (choral speaking)</p> <p>I can devise a rhythmic accompaniment based on repeated text fragments</p> <p>We can balance voices in a performance</p>
Trips	Soanes Centre (science) Museum of London (Vikings)	Wallace Collection (art) Westminster Abbey	British Museum (Egyptians workshop)	Science museum	Hindu temple	Theatre – Globe/ Unicorn
Key Text	<p>Zoo by Anthony Browne</p> <p>The Saga of Erik the Viking Terry Jones & Michael Foreman</p> <p>Arthur and the Golden Rope Joe Todd Stanton</p> <p>The Dragon's Hoard: Stories from the Viking Sagas Lari Don & Cate James</p>	<p>Destination Planet Earth Jo Nelson & Tom Clohosey Cole</p> <p>Grimm's fairytales</p>	<p>The Egyptian Cinderella Shirley Climo</p> <p>Pharaoh's Fate Camille Gautier & Stéphanie Vernet</p> <p>Ancient Egypt: Tales of Gods and Pharaohs Marcia Williams</p>	<p>Kensuke's Kingdom</p> <p>Journey to the River Sea Eva Ibbotson</p> <p>Why Water's Worth It Lori Harrison</p>	<p><i>Escape North! The Story of Harriet Tubman</i> By Monica Kulling</p> <p><i>Who Was Harriet Tubman?</i> By Yona Zeldis McDonough</p> <p>Aunt Harriet's Underground Railroad in the Sky By Faith Ringgold</p>	<p>Volcanoes and Earthquakes Kathy Furgang</p> <p>The Street Beneath My Feet Charlotte Guillian & Yuval Zommer</p>

Year 5						
Big Question	How has the past shaped Britain as we know it today?		What causes people to look beyond themselves to create change for the greater good?		How much of our culture is shaped by other civilizations and significant people from the past?	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	<p>King Henry VIII & the Tudors</p> <p>I can produce work using correct dates and historical vocabulary accurately and appropriately</p> <p>I identify change and continuity within and across different periods</p> <p>I identify and describe different ways in which the past has been interpreted</p> <p>I can use information as evidence to test hypotheses when answering questions</p>	<p>Mapping the UK</p> <p>I can use an atlas, globes and maps to accurately pinpoint locations</p> <p>I show knowledge and understanding of the geography of the UK and the wider world</p> <p>I understand the physical and human processes can change the features of places</p> <p>I understand the importance of wider geographical location in understanding places</p>	<p>The Victorians: The Introduction of Children's Rights</p> <p>I can produce work using correct dates and historical vocabulary accurately and appropriately</p> <p>I can describe characteristic features of past societies and periods</p> <p>I identify some causes and consequences of the main events and changes</p>	<p>Mountains</p> <p>I can use a map to find countries and their key features.</p> <p>I can locate key mountain ranges of the world.</p> <p>I can locate key areas of higher ground in the UK.</p> <p>I can use a map to find and describe key features of the mountains.</p> <p>I can explain how different types of mountains are formed.</p>	<p>Ancient Greeks</p> <p>I can produce work using correct dates and historical vocabulary accurately and appropriately</p> <p>I identify where periods I have studied fit within a chronological framework</p> <p>I identify some causes and consequences of the main events and changes</p> <p>I identify and describe different ways in which the past has been interpreted</p>	<p>The Water Cycle</p> <p>I can explain the key aspects of the water cycle.</p> <p>I can explain how clouds and rain are formed.</p> <p>I can explain the causes and effects of flooding.</p> <p>I understand the causes and effects of water pollution.</p>



				<p>I can describe a mountainous climate.</p> <p>I can describe how tourism affects mountain regions.</p>		
<p>Science</p> <p>Identify an appropriate form of enquiry (fair testing, observation, survey, research, problem solving, classification) to answer a question.</p> <p>Work in a team to plan and carry out a science enquiry.</p> <p>Identify the equipment required to carry out an investigation.</p> <p>Identify what observations to make and how to make them using standard units where relevant.</p> <p>Recognise and control variables where necessary.</p> <p>Take accurate repeat readings of results using scientific equipment.</p> <p>Record and present data and results in a range of appropriate graphs; including bar graphs, line graphs and scatter graphs.</p> <p>Record observations using labelled scientific diagrams.</p> <p>Create a classification key using observed features.</p> <p>Use test results to make predictions that can be investigated in further comparative and fair tests.</p> <p>Report conclusions in oral and written forms.</p> <p>Identify causal relationships from results and explain what they mean.</p> <p>Comment upon the trustworthiness of results and how their accuracy could be improved.</p> <p>Identify scientific evidence that use been used to support or refute ideas or arguments.</p>	<p>Living things and their habitats</p> <p>explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p>	<p>Animals & Humans</p> <p>describe the changes as humans develop to old age</p>	<p>Earth & Space</p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Properties and changes of materials</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>Forces</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>Super Scientists & Innovative Inventors</p> <p>All science key skills covered. Focus on the skills your class most need.</p>

Use appropriate scientific language Suggest improvements to my work and give reasons						
Art & DT	Tudor Portraits <i>I can develop my ideas by using lots of methods to explore and experiment</i> <i>I can use a sketchbook to review and revisit ideas</i> <i>I can investigate and develop a range of practical skills</i>	Making a traditional dish from somewhere in the UK	Perspective drawing of a Victorian Slum <i>I can use the quality of materials and techniques needed</i> <i>I can think about how to adapt and refine my ideas</i> <i>I can discuss my own work and the work of others</i>	Landscape painting (David Hockney) <i>I can compare and comment on different methods and ideas used by different artists</i> <i>I can use the quality of materials and techniques needed</i>	Designing and making Greek Sandals	Making a model of an aquatic creature: clay modelling
R.E.	What do the miracles of Jesus teach?	How do art and music convey Christmas?	Sikhism What do Sikhs believe?	What happens in church at Easter?	Sikhism What does it mean to be a Sikh?	Understanding faith in....
Computing	Augmented Reality & Word Processing <i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i> <i>I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create ... content that accomplishes... evaluating and presenting data and information</i>	Developing Games with Scratch <i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i> <i>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i> <i>I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i> <i>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	Coding with Scratch (LGfL Space Adventures) <i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i> <i>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</i> <i>I can solve problems by decomposing them into smaller parts?</i> <i>I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i> <i>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	Radio Station <i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i> <i>I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create ... content that accomplishes... evaluating and presenting data and information</i>	Word processing & Presentation <i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i> <i>I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create ... content that accomplishes... evaluating and presenting data and information</i>	3-D Modelling <i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i> <i>I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create ... content that accomplishes... evaluating and presenting data and information</i>
PSHE	Jigsaw: Being me in my world	Jigsaw: Celebrating difference	Jigsaw: Dreams and goals	Jigsaw: Healthy me	Jigsaw: Relationships	Jigsaw: Changing me
Physical Education	OAA <i>I can orientate myself and move with increasing confidence and accuracy when following trails and simple orienteering courses</i>	Invasion Games Netball <i>I can perform skills with accuracy, confidence and control</i>	Gymnastics <i>I can take more responsibility for my own warm up.</i> <i>I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.</i>	Dance <i>I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</i> <i>I can warm up and cool down independently using</i>	Striking and Fielding Cricket <i>I can choose and use batting or throwing skills to make the game hard for my opponents</i>	Athletics Run, Jump & Throw <i>I can maintain a speed over a long duration of time or distance</i> <i>I can create a three stride pattern over</i>

<p><i>I can choose sensible skills and approaches for the challenges set</i></p> <p><i>I can identify how my body works in the different challenges set</i></p> <p><i>I realise that activities need thinking through and can recognise that planning is useful</i></p> <p><i>I can conserve my efforts and keep my concentration during tasks</i></p> <p><i>I can prepare myself effectively and follow safety procedures</i></p> <p><i>I can use the repeated trials, courses and challenges to develop and change the approaches I use</i></p> <p><i>I can meet the challenges effectively working in a team</i></p> <p>Swimming</p>	<p><i>I can use a variety of dodges and passes to keep the ball</i></p> <p><i>I know how to mark and defend to try and stop the opposition scoring</i></p> <p><i>I can recognise parts of our team performance that can be improved, and identify practices that will help</i></p> <p><i>I know the difference between attacking skills and defending skills</i></p> <p><i>I can switch between being and thinking like an attacker and a defender during the game</i></p> <p><i>I can use a variety of tactics to keep the ball, e.g. changing speed and direction and to move it to a scoring position</i></p> <p><i>I can find and use space to help my team</i></p> <p><i>I can look for specific things (skills and /or tactics) in a game and explain how well they are being done</i></p> <p>Swimming</p>	<p><i>I can repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.</i></p> <p><i>I can perform combinations of actions and abilities that show clear differences between levels, speeds and directions.</i></p> <p><i>I can identify which aspects were performed consistently, accurately, fluently and clearly and suggest improvements to speed, direction and level in the composition.</i></p> <p><i>I can adapt sequences to include my partner or a small group.</i></p> <p><i>I know how to improve my strength and suppleness for gymnastics.</i></p> <p><i>I can work with a small teams of judges to evaluate and improve the performances of others.</i></p> <p>Swimming</p>	<p><i>exercises that stretch and tone my body. I can compose, develop and adapt motifs to make dance phrases and use these in longer dances.</i></p> <p><i>I can use appropriate dance terminology to identify and describe different styles in my own and others' dances.</i></p> <p><i>I can talk about the relationship between the dance and its accompaniment.</i></p> <p><i>I can suggest ways to develop their technique and composition.</i></p> <p><i>I can perform specific skills and movement patterns for different dance styles with accuracy.</i></p>	<p><i>I can make good judgements about when to run to score points</i></p> <p><i>I can work well as part of a team to make it hard for the batter</i></p> <p><i>I am familiar with and use the rules set, and can keep games going without disputes or needing the teacher</i></p>	<p><i>hurdle and know the hurdling technique</i></p> <p><i>I can throw with greater control and accuracy e.g. by generating greater force when throwing</i></p> <p><i>I can develop a range of throwing techniques e.g. push/pull throw. fling and heave throws</i></p> <p><i>I can develop power and keep control when taking off and landing (jumping)</i></p> <p><i>I can develop change over skills when running in relays</i></p> <p><i>I can time my runs</i></p> <p><i>I can measure and record my performance</i></p> <p><i>I can create a run, jump and throw event</i></p> <p><i>I can understand the excitement and enjoyment of completing a challenge</i></p> <p><i>I am clear about what I have to achieve and recognise the importance of planning and thinking as I go</i></p> <p><i>I can use teamwork skills well in a variety of different challenges</i></p>	
<p>French - FL</p>	<p>Revision – days/months numbers to 1-31 Continents Haiti (Salutation song)</p>	<p>Description of Henri VIII and François 1er's Pastimes Christmas</p>	<p>3 Kings Festival & galette des Rois Feelings</p>	<p>Holidays Families Water cycles Easter</p>	<p>Holidays France Maps & Compass points Landscape features</p>	<p>Magritte artist Story: C'est la nuit Language Magician</p>
<p>Whenever possible, the French unit are adapted to tie in with the topics being covered by the class teacher. All skills are constantly revisited and consolidated throughout the year</p> <p>Pronunciation and Phonics I can begin to apply phonics knowledge (read aloud new words, phrases and short sentences).</p> <p>Oracy I can listen attentively and understand the main points in a short passage made up of several sentences of familiar language. I can understand/express feelings and simple opinions. I can respond to a wider range of songs /poems/stories - interacting more and more confidently with unfamiliar language. I can prepare/give a short presentation on a familiar topic, using a model. I can join in short conversations – reusing some familiar language in new contexts.</p> <p>Literacy and Grammar I can understand the main points from short written passages made up of familiar language. I can follow longer texts, listening and reading at the same time. I can use context and previous knowledge (e.g. word family route) to determine some meaning. I can write sentences and short texts – increasingly using language in new combinations – using support. I can use a dictionary to identify the main word classes. I can recognise and apply grammar patterns such as negatives and simple verb conjugations. I can recognise main word classes.</p>						

Culture I can show an interest in and an understanding of French-speaking cultures.						
Music	Music Express Life Cycles (Structure) <i>We can sing in two and three parts</i> <i>I can read a melody in staff notation</i> <i>I can accompany a song with tuned and untuned instruments</i> <i>We can compose and perform together</i> <i>We can combine vocal sounds in performance</i> <i>We can create a performance using voices and instruments in four parts</i> <i>I can explore extended vocal techniques</i> <i>We can develop a structure to combine sounds</i> <i>I can create musical effects using contrasting pitch</i> <i>I understand about the music of an early opera</i> <i>I can create descriptive music</i> <i>I can develop a performance with awareness of audience</i>	Music Express Keeping Healthy (Beat) <i>I can explore beat at different tempi</i> <i>I can sing syncopated melodies</i> <i>I can develop rhythm skills through singing, playing and moving</i> <i>I can sing and play scales and chromatic melodies</i> <i>I can sing a with steady beat and syncopated rhythms</i> <i>We can accompany a song with sung and played drones</i> <i>We can sing in unison and two parts</i> <i>We can develop an arrangement of a two-part song</i> <i>I can learn and creating accompaniments for a song</i> <i>I can read grid or staff notation to play a bassline</i> <i>I can perform a song with syncopated rhythms</i> <i>We can arrange a complete performance of music and songs</i> <i>I can use a score to notate and guide selected elements of a performance</i>	Music Express Solar System (Listening) <i>I can listen to music with focus and analyse using musical vocabulary</i> <i>I can relate sound sequences to images</i> <i>I can interpret images to create descriptive sound sequences</i> <i>I can develop the use of dynamics in a song</i> <i>I can listen to music, focusing on dynamics and texture</i> <i>I can learn a melodic ostinato using staff notation</i> <i>I can develop techniques of performing rap using texture and rhythm</i> <i>I can learn a song with a complex texture</i> <i>I can recognise the sound of the whole tone scale</i> <i>I can listen to music and describe its effects and use of the musical dimensions</i> <i>I can perform a song with expression and with attention to tone and phrasing</i> <i>I can create a musical background to accompany a poem</i> <i>I can create and present a performance of song, music and poetry</i> See also https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd	Music Express Our Community (Performance) <i>I can learn to sing a song</i> <i>I can understand metre through singing and playing instruments</i> <i>I can conduct a metre of four</i> <i>I can conduct metres of two and three</i> <i>I can write lyrics</i> <i>I can sing a song from our musical heritage</i> <i>I can develop accompaniments using ostinato and invented or improvised</i> Rhythms <i>I can rehearse for a performance</i> <i>I can develop a performance by adding other media</i> <i>I can perform with awareness of audience</i>	Music Express At the Movies (Composition) <i>I can understand music narrative and exploring and using narrative structure</i> <i>I can interpret notation</i> <i>I can use a storyboard to structure sounds</i> <i>I understand about the use of sound effects in movies</i> <i>I can compose sound effects to perform with a movie</i> <i>I can identify changes in tempo and their effects</i> <i>I can explore and understand phrase structure of a song melody</i> <i>I can create and perform a sequence of melodic phrases with a movie</i> <i>I can explain about the use of musical clichés in movie soundtracks</i> <i>I can explore the effect of music in movies</i> <i>I can use the musical dimensions to create and perform music for a movie</i> <i>I understand and can explore techniques used in movie soundtracks</i> <i>I can create sounds for a movie, following a timesheet</i> <i>I can work in a group to create descriptive movie music (Lesson 6)</i> <i>I can evaluate and refine compositions</i> <i>I can use cue scores</i>	Celebration (Performance) <i>We can sing a song in unison and three-part harmony</i> <i>We can play a melody and harmony part on instruments to accompany a song</i> <i>We can perform ostinati and body percussion accompaniments to a song</i> <i>I can explore a song arrangement and its structure</i> <i>We can perform a song with a complex structure in four parts</i> <i>We can develop a song performance with awareness of audience</i> <i>I can understand and use a song structure</i> <i>I can apply singing techniques to improve performance</i> <i>We can develop accurate ensemble playing</i> <i>I can control short, loud sounds on a variety of instruments</i> <i>We can rehearse and improve an ensemble performance</i> <i>We can prepare a performance with</i>
	Greek Folk Music					
Trips	Gorsefield Swimming National Gallery (portrait workshop)	Xmas theatre	The Ragged School Museum	Day Trip to France? French day	Gurdwara British Museum (Greeks workshop)	Secondary school science workshops
Key Text	Macbeth The Boy and the Globe by Tony Bradman	A Christmas Carol	Street Child Cogheart Peter Bunzl Oliver Twist	King of the Cloud Forests Michael Morpurgo	Who Let the Gods Out? Maz Evans	The Rhythm of the Rain Grahame Baker-Smith

	Tudor Tales: The Actor, the Rebel and the Wrinkled Queen by Terry Deary Spy Master: First Blood by Jan Burchett	Canary Wharf Group	Charles Dickens (original author), Karen Donnelly (illustrator), & Gill Tavner (adapter) Rose Champion and the Stolen Secret Lyn Gardner Hetty Feather Jacqueline Wilson	The Abominables Eva Ibbotson The Brockenspectre Linda Newbery	Greek Gods & Heroes Sylvie Baussier & Almasty The Ancient Greek Mysteries Saviour Pirotta & Freya Hartas Medusa and Perseus	The Drop in my Drink: The Story of Water on Our Planet Meredith Hooper & Chris Coady Roald Dahl 'Charlie and the Chocolate Factory'
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Year 6						
Big Question	Can we learn from conflict?		Can one person change the world?		Do we ever finish learning?	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/ Geography	World War II <i>I can investigate historical problems and issues accurately</i> <i>I can communicate my understanding in oral, written and ICT formats using correct dates and historical terms and vocabulary</i> <i>I recognise why some events might be judged as more historically significant than others</i>	The Rainforest <i>I can describe physical and human features of a place with reference to regions, countries and continents</i> <i>I can observe and measure changes</i> <i>I can describe and begin to explain geographical patterns</i> <i>I can show an awareness of the idea of sustainable development</i> <i>I can use primary and secondary sources of information</i> <i>I can understand that people can both improve and damage the environment</i> <i>I can use appropriate technical vocabulary</i>	Nelson Mandela <i>I recognise why some people might be judged as more historically significant than others</i> <i>I select appropriate information and use correct historical terms and vocabulary</i> <i>I suggest reasons for continuity and change in history</i>	Fairtrade/ sustainability <i>I show an awareness of the idea of sustainable development</i> <i>I understand some ways that human activities cause environments to change</i> <i>I can select information and sources of evidence</i> <i>I can identify bias in evidence</i> <i>I can select and use appropriate skills and ways of presenting information to help me investigate places and environments</i> <i>I can recognise the range of views that people hold about environmental interaction and change</i> <i>I can suggest sensible conclusions to my investigations</i>	Mayans <i>I can formulate appropriate historical questions</i> <i>I evaluate sources to find the answers to enquiries</i> <i>I recognise and can describe change and continuity</i> <i>I suggest reasons for different interpretations of the past</i>	River Study: Thames vs. Amazon <i>I can describe and begin to explain geographical patterns</i> <i>I can recognise and describe the physical and human features of places</i> <i>I can show understanding of geographical diversity by describing how physical and human processes can lead to similarities and differences in environments and in the lives of the people who live there</i> <i>I can use my knowledge and understanding to suggest relevant geographical questions</i>
Science	Electricity associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.	Living things and their habitat describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics	Light understand that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight	Animals and Humans identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.	Evolution 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	Super Scientists & Innovative Inventors All science key skills covered. Focus on the skills your class most need.



<p>carry out an investigation.</p> <p>Identify what observations to make and how to make them using standard units where relevant.</p> <p>Recognise and control variables where necessary.</p> <p>Take accurate repeat readings of results using scientific equipment.</p> <p>Record and present data and results in a range of appropriate graphs; including bar graphs, line graphs and scatter graphs.</p> <p>Record observations using labelled scientific diagrams.</p> <p>Create a classification key using observed features.</p> <p>Use test results to make predictions that can be investigated in further comparative and fair tests.</p> <p>Report conclusions in oral and written forms.</p> <p>Identify causal relationships from results and explain what they mean.</p> <p>Comment upon the trustworthiness of results and how their accuracy could be improved.</p> <p>Identify scientific evidence that use been used to support or refute ideas or arguments.</p> <p>Use appropriate</p>			<p>lines to explain why shadows have the same shape as the objects that cast them.</p>		<p>that adaptation may lead to evolution.</p>	
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<p>scientific language</p> <p>Suggest improvements to my work and give reasons plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>						
<p>Art & DT</p>	<p>Perspective Drawings of WWII</p> <p>I can discuss ideas, methods and approaches that are used by artists</p> <p>I can adapt and refine my ideas</p>	<p>Creating Modroc sculptures of rainforest animals</p> <p>I can use a sketchbook to record my ideas</p> <p>I can experiment with a wide range of materials and methods</p>	<p>Printmaking based on the Easter story</p> <p>I can control the qualities of materials appropriately</p> <p>I can discuss great artists, architects and designers</p>	<p>Watercolour still life painting</p> <p>I can take creative risks with my work</p> <p>I can improve my mastery of art and design skills</p>	<p>Creating an Aztec dish and chili hot chocolate</p> <p>I can discuss how food is processed into ingredients for cooking</p> <p>I can prepare a savoury dish, using proper hygiene techniques</p> <p>I can discuss a healthy diet and why it is</p>	<p>Sewing animals</p> <p>I can select suitable equipment</p> <p>I can formulate a plan</p> <p>I can evaluate my own work, reflecting on its purpose and meaning</p>

					necessary for the body	
R.E.	The journey of life and death	How would Christians advertise Christmas to show what Christmas means today?	How has the Christian message survived for over 2000 years?	Easter Hope	Buddhism What does it mean to be a Buddhist?	Who decides Version a or b?
Computing	Film-making <i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i> <i>I can 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</i>	Coding <i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i> <i>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</i> <i>I can solve problems by decomposing them into smaller parts?</i> <i>I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i> <i>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	Blogging <i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour;</i> <i>I can 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</i>	Networks & Spreadsheets <i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour;</i> <i>I can 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</i> <i>I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	Online Safety <i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i>	Presentation <i>I can use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i> <i>I can 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</i>
PSHE	Jigsaw: Being me in my world	Jigsaw: Celebrating difference	Jigsaw: Dreams and goals	Jigsaw: Healthy me	Jigsaw: Relationships	Jigsaw: Changing me
Physical Education	OAA <i>I can read a variety of maps and plans accurately, recognising symbols and features</i> <i>I can successfully apply my skills and understanding to new challenges and environments</i> <i>I know how to prepare physically and organisationally to be safe and efficient</i> <i>I can identify what I have done well and adapt plans to be more efficient when facing similar challenges</i> <i>I can use teamwork skills well in a variety of different challenges</i>	Invasion Games Netball <i>I can choose when and how to pass, so that my team keep possession</i> <i>I can use attacking and defending skills appropriately in games</i> <i>I can know the importance of being fit, and what types of fitness are most important for playing Netball</i> <i>I can plan and lead skill practices for Netball</i> <i>I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them</i> <i>I can plan and use tactics with my team to be successful in a HiFive game skills with greater speed</i>	Gymnastics <i>I can make up longer sequences and perform them with fluency and clarity of movement.</i> <i>I can perform fluently and with control, even when performing difficult combinations.</i> <i>I can use planned variations and contrasts in actions and speed in my sequences.</i> <i>I know how to improve my own health and fitness and know how gymnastic activity helps contribute to this</i> <i>I can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances</i>	Dance <i>I can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship.</i> <i>I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.</i> <i>I can select and use a range of compositional ideas to create motifs that demonstrate my dance idea</i> <i>I can perform with clarity and sensitivity to an accompaniment (e.g. percussion, rap), communicating a dance idea.</i> <i>I can identify what types of exercise I need to help me improve in dance.</i> <i>I can work as a choreographer to</i>	Striking and Fielding Cricket <i>I am familiar with and use the rules set, and keep games going without disputes helping others to respond appropriately to decisions</i> <i>I can choose and use batting or throwing skills to make the game hard for my opponents</i> <i>I can describe what is successful in my team's performance and act as a motivational and knowledgeable coach to improve our performance</i>	Athletics <i>I can sustain my pace over longer distances, e.g. sprint for ten seconds, run continuously for more than two minutes I can perform a range of jumps showing power control at both take-off and landing</i> <i>I can explore different ways of exchanging a baton and choose which technique works best</i> <i>I can explain why some athletics activities can improve strength, power or stamina e.g. how will these qualities help them in other activities</i> <i>I can measure how long or high I can jump. Standing jumps, jumps with run ups and combination jumps</i> <i>I can watch a partner's performance and</i>

		<p><i>I can recognise and describe the best points in an individual's and a team's performance</i></p> <p><i>I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them</i></p> <p><i>I can organise my team to think of ideas to be more successful</i></p>		<p><i>produce a dance for a valued audience.</i></p> <p><i>I can use appropriate language and terminology to describe, interpret and evaluate dance.</i></p> <p><i>I can recognise how costume, music and set can help to improve a dance performance</i></p>		<p><i>identify strengths and suggest improvements</i></p> <p><i>I can set a personal challenge and improve my own performance</i></p> <p><i>I can organise myself and others in small groups safely, and take turns and different roles as a coach, performer and official</i></p> <p><i>I can say why some athletics activities can improve strength, power or stamina, and explain how these can help my performance in other types of activity or sports</i></p> <p>Top Up intensive swimming if possible</p>
French - FL	Greetings Leaders of WWII	Revision – days & months numbers to 31 & 10s to 100 Haiti (Salutations song) Create a poster/presentation about the rainforests	Holidays 3 Kings Festival Revision of questions and answers learned so far // Role-play	Holidays Presentation of famous person About myself	Holidays Food Products from French-speaking countries At the shop Language Magician	Holidays Revision
<p>Whenever possible, the French unit are adapted to tie in with the topics being covered by the class teacher.</p> <p>All skills are constantly revisited and consolidated throughout the year</p> <p>Pronunciation and Phonics</p> <p>I can apply phonics knowledge (read aloud short texts which contain some unfamiliar words).</p> <p>Oracy</p> <p>I can understand the main points and some detail in a passage of familiar language.</p> <p>I can understand and say longer and more complex phrases or sentences.</p> <p>I can respond to a wider range of songs /poems/stories - interacting confidently with unfamiliar language.</p> <p>I can express feelings, opinions and ideas using a wider range of language.</p> <p>I can use the language confidently and in a clear, audible voice (to give prepared presentations, to initiate and sustain conversation or to tell stories).</p> <p>Literacy and Grammar</p> <p>I can understand the main points from longer written passages made up of familiar language.</p> <p>I can identify different text types and begin to read short texts independently, for enjoyment or information.</p>						



	<p>I can use knowledge of word formation, of sentence structure to determine some meaning.</p> <p>I can write sentences and short texts on a wider range of topics using a model.</p> <p>I can write several sentences from memory.</p> <p>I can recognise and apply more grammar patterns including some high-frequency verb patterns in more than one time sequence; such as negatives and simple verb conjugations.</p> <p>I can use a bilingual dictionary to identify the word classes.</p> <p>Culture I can show an interest in and an understanding of French-speaking cultures.</p>					
<p>Music</p>	<p>Music Express Year 6 World Unite (Step Dance Performance) (Link to WWII and current political themes?) <i>I can explore beat and syncopation through a song and body percussion</i></p> <p><i>I can develop coordination and rhythm skills</i></p> <p><i>I can perform a rhythmic sequence to a piece of music</i></p> <p><i>I can develop the idea of pitch shape and relate it to movement</i></p> <p><i>I can understand pitch through movement and notation</i></p> <p><i>I can create rhythm patterns</i></p> <p><i>I can arrange different musical sections to build a larger scale performance</i></p> <p><i>I can explore rhythm through dance</i></p> <p><i>I can combine different rhythms</i></p> <p><i>I can explore ways of combining and structuring rhythms through dance</i></p>	<p>Music Express Journeys (Song cycle performance) <i>We can sing in three-part harmony</i> <i>We can explore expressive singing in a part-song with echoes</i> <i>We can develop song cycles for performance (Lesson 3)</i></p> <p><i>We can stage a performance with awareness of audience</i></p> <p><i>We can sing a pop song with backing harmony</i></p> <p><i>I understand about a song's structure</i></p> <p><i>I can sing major and minor note patterns accurately</i></p> <p><i>We can sing a pop song with understanding of its structure</i></p> <p><i>We can develop a song cycle performance incorporating mixed media</i></p> <p><i>We can demonstrate planning, directing and rehearsal skills</i></p>	<p>Music Express Roots (Mini-musical performance) Potential to research and replace Ghanaian references with S. African? Ask Rita to be involved – Are the Ghanaian songs / games ones which she is familiar with?</p> <p><i>We can sing a traditional Ghanaian song</i></p> <p><i>I can devise rhythmic actions to music</i></p> <p><i>I can develop a performance of a musical</i></p> <p><i>I can improvise descriptive music</i></p> <p><i>We can sing a traditional children's game song from Ghana</i></p> <p><i>We can play rhythm cycles</i></p> <p><i>We can combine rhythm cycles in a percussion piece</i></p> <p><i>We can sing call and response songs in two groups</i></p> <p><i>I can devise rhythmic movement</i></p> <p><i>I can develop a descriptive composition</i></p> <p><i>I can plan and structure pieces to make a finale</i></p> <p><i>I can combine songs with rhythmic cycles</i> <i>I can rehearse for a performance</i> <i>I can perform to an audience</i></p>	<p>Music Express Growth (Street Dance Performance) (Link to exercise & lifestyle aspect of Science curriculum. Link to PE? Ask Street Dance Club teacher for help?) <i>I can feel and moving to a three-beat pulse and revise rhythmic ostinato</i></p> <p><i>We can perform and improvise rhythmic and melodic ostinato</i></p> <p><i>We can sing in harmony</i></p> <p><i>I understand about chords</i></p> <p><i>We can perform music and a dance</i></p> <p><i>We can revise, rehearse and develop music for performance</i></p> <p><i>We can use extended vocal techniques</i></p> <p><i>We can develop a structure to combine sounds</i></p> <p><i>We can create musical effects using contrasting pitch</i></p> <p><i>I can understand the process of a musical performance</i></p>	<p>Music Express Class Awards (Awards Show Performance) We can learn music for a special occasion We can compose programme music from a visual stimulus <i>I can sing a verse and chorus song</i></p> <p><i>I can write new verses for a rap</i></p> <p><i>We can develop a song performance</i></p> <p><i>We can perform together</i></p> <p><i>We can develop an extended performance</i></p> <p><i>We can develop a song arrangement</i></p> <p><i>We can rehearse for a performance</i></p> <p><i>We can perform together with an awareness of audience</i></p>	<p>Music Express Moving On (Leavers' Assembly) We can sing a song with expression and sustained notes We can sing in two-part and three-part harmony <i>We can perform complex song rhythms confidently</i></p> <p><i>I can identify the structure of a piece of music</i></p> <p><i>We can play a melody with chordal accompaniment</i></p> <p><i>I can understand the effect of harmony changing (Lesson 3)</i></p> <p><i>We can play instrumental parts to accompany a song</i></p> <p><i>We can perform a song with a complex structure</i></p> <p><i>I can listen to and understand modulation in a musical bridge</i></p> <p><i>We can prepare for a performance</i></p> <p>International Music Day 21st June</p>
<p>Trips</p>	<p>Imperial War Museum</p>	<p>Barbican conservatory Sky Gardens</p>	<p>Portrait Gallery</p>		<p>Buddhist Temple</p>	<p>PGL</p>
<p>Key Text</p>	<p>Rose Blanche Letters from the Lighthouse Emma Carroll</p>	<p>Explorer Katherine Rundell</p>	<p>Knots and crosses Skellig Long Walk to Freedom:</p>	<p>Wedding Ghost Africa Is Not a Country</p>	<p>Holes The Hero Twins: Against the Lords</p>	<p>There's a boy in the girl's bathroom</p>

	<p>Carrie's War Nina Bawden</p> <p>Goodnight Mister Tom Michelle Magorian</p> <p>Our Castle by the Sea Lucy Strange</p>	<p>The Great Kapok Tree Lynne Cherry</p> <p>The Shaman's Apprentice Lynne Cherry & Mark Plotkin</p>	<p>Illustrated Children's Edition Nelson Mandela, Chris Van Wyk & Paddy Bouma</p> <p>Journey to Jo'burg Beverley Naidoo</p>	<p>Mark Melnicove & Margy Burns Knight</p>	<p>of Death (A Mayan Myth) Dan Jolley and David Witt</p> <p>Avoid being a Mayan Soothsayer (Danger Zone) Rupert Matthews</p> <p>The Chocolate Tree: A Mayan Folktale Linda Lowery</p>	<p>Amazon Adventure: Unfolding Journeys Stewart Ross & Jenni Sparks</p> <p>The 'Where on Earth?' Book of: Rivers Susie Brooks</p>
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For further text suggestions by subject or year group please see:

<https://www.booksfortopics.com>