Class 1 2022-2023
(Year 3 of rolling programme)

	Autumn		Spring		Summer	
National/Community Events	Bovington Tank Museum Visit Class Assembly- WW2 Bikeability 12th/13th Sept Year 6 M & M Productions- Oliver Twist 3/10 Anti Bullying Week Nov 14-18th Parliament Week Nov 14- 20th Harvest festival Remembrance Day Grand Finale- Anderson Shelters Christingle Service Whole School Christmas Show Forest school Music in the Castle		Visit to the Eden Project (postponed) Swimming week 30/1/23- 3/2/23 World Book Day March 2nd Easter Service Rotary Schools Quiz Shakespeare Week 20th-26th March Forest school Science week The really big, really small science show Fizz Pop Science Show Bournemouth Symphony Orchestra visit Dance Festival Music in the Castle		Village Green Farmers' Market Entrepreneur Project- Virgin Money Sports Day Year 6 and Staff Show Always Club Annual Water Fight Music in the castle Water safety- visit from local coastguard Visit in school from Parliament Engagement Officer	
Topic/Theme	World War 2		A Changing World		Crime and Punishment	
English	Poetry Letters Diary	Short stories Persuasive writing	Information text Personification poetry Instructions (recipes)	Stories from other cultures Short stories Stories that raise issues and dilemmas	Classic narrative poem News Report Chronological Report Instructions	Autobiography/ Biographies Stories with a historical setting
Ongoing – Reading (Word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language						
Mathematics	Number and place value Addition and subtraction		Fractions, decimals and percentages Shape, position and direction		Number and place value Addition and subtraction	

	Multiplication and division Statistics		Measurement Ratio and proportion Statistics		Multiplication and division Measurement Fractions, decimals and percentages Shape, position and direction

Ongoing - Number and Place Value

Science					
	Sound		Living Things and their Habitats		Forces

Computing					
	Computing Systems and Networks - Communication (Y6, L1)	Creating Media - Vector Drawing (Y5, L2)	Creating Media - Photo Editing (Y4, L3)	Data and Information - Flat-file Databases (Y5, L4)	Programming A- Repetition in Shapes (Y4, L5)	Programming B- Repetition in games (Y4, L6)

History					
	Why was The Battle of Britain a significant turning point in British history? Key people Dates /time-line Events leading up to the outbreak of war. Cause and results			The Aztecs What was the effect of colonisation on the Aztec civilisation? A study of a non-European society		Crime and punishment; How has this changed over the last 100 years? a social study history of punishment over time from Anglo Saxons to present day

Geography					
		How has Europe changed since WW2? Recognise countries in Europe	Why are there rainforests in South America and why are they important?		What are the differences between the River Exe and River	

		Recognise counties across UK Changing face of Exeter after WW2 Land use patterns in Exeter	Physical Geography of South America (to include a non chronological report)		**Thames? (A comparative study)** Economic differences Where is London? Recap on major cities in UK	
RE	How and why do people mark the significant events of life?		How do Christians decide how to live? What would Jesus do? What do Christians believe Jesus did to save people? (Salvation) A look at Easter and its significance.		What matters most to Humanists and Christians? Why do some people believe in God and some not?	
DT/Art **Drawing and sketchbooks** Print, colour, collage Working in 3D Paint, surface and texture Collaboration and community	**DT** *Anderson Shelters* Started in school- **Cooking and Nutrition** Seasonality- apple crumble using rations	**ART** Typography & Maps l Aut 1 Access Art **DT** Forest School -apple pressing -apple fritters -whittling skills and knot tying -wood carving pendants	**ART** Mixed Media Land & City Scapes Spr 2 Access Art	**Art** Fashion Design Sum 2 Access Art	**DT** Explore creating a model set for theatre inspired by Shakespeare Week Set Design Spr 1 Access Art Design a product for the Entrepreneur Project.	**ART** Making monotypes Aut 2 Access Art

Music Knowledge and understanding Composing Singing Appraising WCET / Playing	WCET - Doods Act 4 - First Notes to Band Focus Pieces: An Autumn Day A March Hare Sugarplum Waltz Embouchure, reading music and playing confidently Consolidating learnt notation and applying independently- assessment History of Music (Ongoing) Wartime Music Class Music Log Singing for Class Assembly - War music Harvest Singing Weekly singing assembly	Notation Focus- using notation books to compose Applying and experimenting in Dood playing Introduce quavers /minims (Y4) semibreve/ dotted crotchets (Y5) Combined notation and time signatures (Y6) Creating simple compositions using notation Christmas singing / Christmas Show prep Weekly singing assembly History of Music (ongoing) Class Music Log	Glocks/ Percussion Composition inspiration piece- Fingal's Cave Overture - Mendelssohn (waves, texture, environment) Composition using notation (Y5/6 - semibreves, dotted crotchets etc) Songs for Change- History of Music (Ongoing) Class Music Log Easter singing for Service Weekly singing assembly	Glocks/ Percussion Composition inspiration piece- The 4 Seasons - Vivaldi Composition using notation (Y5/6 - semibreves, dotted crotchets etc) Songs for Change- History of Music (Ongoing) Class Music Log Ivy Trust Composition Project and Singing (in part) Weekly singing assembly	DooDs (Ken Parr) Children to be assessed before 10 week block by Ken and then grouped based on this. Singing- call and response and complex rhythm pattern Appraising- continuing with daily classroom music log to expose children to a wealth of music Playing- DooD playing, covering a range of notes across the octave, understanding note length and playing according to this, and improving technique and timbre	DooDs (Ken Parr) Singing- call and response and complex rhythm pattern Appraising- continuing with daily classroom music log to expose children to a wealth of music Playing- DooD playing, covering a range of notes across the octave, understanding note length and playing according to this, and improving technique and timbre Composing- Improvisation opportunities frequently available. Composing using

					Composing- Improvisation opportunities frequently available. Composing using known notes and notation Class Music Log Weekly singing assembly (in part, harmony introduced) SAMBA DRUMMING DAY: WCET - consolidation of South America learning in Spring Playing rhythms Singing samba rhythms and traditional chants Appraising samba music- historical and current Composing own rhythms, canons, repeated melodies.	known notes and notation Year 6 show preparation - singing/ performance Weekly singing assembly

PSHE	Setting targets and goals- both academic and personal	Parliament Week Preparing to play an active role as a citizen -debate -rule of law -British values -democracy -voting and elections	How can we help to save the planet? (links to class visits) -recycling locally -understanding EfW -solar energy -plan setting up an Eco Team Internet Safety	A World Without Judgement • Breaking down barriers • British Values • Inclusion and acceptance	Growing and Changing • People who care for me • changing adolescent boby (Yr 5 and 6) • sex education (Yr6) Entrepreneur Project	Respectful relationships -respecting others similarities and differences -stereotypes -recognising all families are different and embracing all aspects of society
PE	High 5 Netball Dance (Step up and Dance with Kate Murray- WW2 inspired jive)	Gymnastics Forest School	Tag Rugby Forest School Swimming Dance (Step up and Dance with Kate Murray- Latin American/Salsa)	Handball Dance LA / Gymnastics (DLP competition sequence)	Striking and Fielding Dance HA / Dartmoor 3 Ball (DLP event prep)	Athletics
	Ongoing Themes:-Vocabulary, Grammar (see rolling programme)					

MFL- French		Weather Christmas		Days of the week Months of the year		Clothes Sports
Outdoor Learning		Forest School (Christmas crafts)	Forest School (DT Links)	Forest School		

English – pupils in Year 4	English – pupils in Year 5	English – pupils in Year 6
Reading ● Secure decoding of unfamiliar words ● Read for a range of purposes ● Retell some stories orally ● Discuss words and phrases that capture the imagination ● Identify themes and conventions ● Retrieve and record information ● Make inferences and justify predictions ● Recognise a variety of forms of poetry ● Identify and summarise ideas **Writing** ● Correctly spell common homophones ● Increase regularity of handwriting	**Reading** ● Apply knowledge of morphology and etymology when reading new words ● Read and discuss a broad range of texts ● Identifying and discussing themes ● Make recommendations to others ● Learn poetry by heart ● Draw inferences and make predictions ● Discuss authors' use of language ● Retrieve and present information from non-fiction texts ● Formal presentations and debates **Writing** ● Secure spelling, inc homophones, prefixes, silent letters etc	**Reading** ● Read a broad range of genres ● Recommend books to others ● Make comparisons within/across books ● Support inferences with evidence ● Summarise key points from texts ● Identify how language, structure etc contribute to meaning ● Discuss use of language, inc figurative ● Discuss and explain reading, providing reasoned justifications for views **Writing**

● Plan writing based on familiar forms ● Organise writing into paragraphs ● Use simple organisational devices ● Proofread for spelling and punctuation errors ● Evaluate own and others' writing ● Read own writing aloud Grammar ● Use wider range of conjunctions ● Use perfect tense appropriately ● Select pronouns and nouns for clarity ● Use and punctuate direct speech ● Use and punctuate direct speech ● Use commas after front adverbials Speaking and Listening ● Articulate and justify opinions ● Speak audibly in Standard English Gain, maintain and monitor the interest of listeners	● Use a thesaurus ● Legible, fluent handwriting ● Plan writing to suit audience and purpose ● Develop character, setting and atmosphere in narrative ● Use organisational and presentational features ● Use consistent appropriate tense ● Proof reading ● Perform own compositions Grammar ● Use expanded noun phrases ● Use modal and passive verbs ● Use relative clauses ● Use commas for clauses ● Use brackets, dashes & commas for parenthesis Speaking and listening ● Give well-structured explanations ● Command of Standard English ● Consider and evaluate different viewpoints ● Use appropriate register	● Use knowledge of morphology & etymology in spelling ● Develop legible personal handwriting style ● Plan writing to suit audience & purpose; use models of writing ● Develop character & setting in narrative ● Select grammar & vocabulary for effect ● Use a wide range of cohesive devices ensure grammatical consistency Grammar ● Use appropriate register/style ● Use the passive voice for purpose ● Use features to clarify and convey meaning ● Use full punctuation ● Use language of subject/object Speaking and listening ● Use questions to build knowledge ● Articulate arguments and opinions ● Use spoken language to speculate, hypothesise & explore ● Use appropriate register and language
Mathematics – Pupils in Year 4 Number/Calculation ● Know all tables to 12 X 12 ● Secure place value to 1000 ● Use negative whole numbers	**Mathematics – Pupils in Year 5** Number/Calculation ● Secure place value up to 1000 000 ● Use negative whole numbers in context ● Use Roman numerals to 1000	**Mathematics – Pupils in Year 6** Number and calculations ● Secure place value & rounding to 10 000 000, including negatives

- Round numbers to nearest 10, 100 or 1000
- Use Roman numerals to 100
- Column addition and subtraction up to 4 digits
- Multiply and divide mentally
- Use standard short multiplication

Geometry and Measures
- Compare 2d shapes, including quadrilaterals and triangles
- Find area by counting squares
- Calculate rectangle perimeters
- Estimate and calculate measures
- Identify acute, obtuse and right angles
- Identify symmetry
- Use first quadrant coordinates
- Introduce simple translations

Data
- Use bar charts, pictograms and line graphs

Fractions and decimals
- Recognise tenths and hundredths
- Identify equivalent fractions
- Add and subtract fractions with common denominators
- Recognise common equivalents
- Round decimals to whole numbers
- Solve money problems

- Use standard written methods for all 4 operations
- Confidently add and subtract mentally
- Use vocabulary of prime, factor & multiple
- Multiply and divide by powers of tem
- Use square and cube numbers

Geometry and Measures
- Convert between different units
- Calculate perimeter of composite shapes & areas of rectangles
- Estimate volume and capacity
- Identify 3d shapes
- Measure and identify angles
- Understand regular polygons
- Reflect and translate shapes

Data
- Interpret tables and line graphs
- Solve questions about line graphs

Fractions
- Compare and order fractions
- Add and subtract fractions with common denominators, with mixed numbers
- Multiply fractions by units
- Write decimals as fractions
- Order and round decimal numbers
- Link percentages to fractions and decimals

- All written methods, including long division
- Use order of operations (not indices)
- Identify factors, multiples and primes
- Solve multi step number problems

Algebra
Introduce simple use of unknowns

Geometry and Measures
- Confidently use a range of measures and conversions
- Calculate area of triangles/parallelograms
- Use area and volume formulas
- Classify shapes by properties
- Know and use angle rules
- Translate and reflect shapes, using all 4 quadrants

Data
- Use pie charts
- Calculate mean averages

Fractions, decimals and percentages
- Compare and simplify fractions
- Use equivalents to add fractions
- Multiply simple fractions
- Divide fractions by a whole number
- Solve problems using decimals and percentages

| | | ● **Use written division up to 2 decimal points** |
| | | ● **Introduce ratio and proportion** |

Science Working Scientifically

Year 4
- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.

Year 5 & 6
- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- use test results to make predictions to set up further comparative and fair tests
- 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
- identify scientific evidence that has been used to support or refute ideas or arguments.

Sticky Skills
Year 4
- Ask questions such as: What do we mean by 'pitch' when it comes to sound?
- Use research to find out which materials make effective conductors and insulators of electricity
- Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water.

- Set up a fair test with more than one variable e.g. using different materials to cut out sound
- Explain to others why a test that has been set up is a fair one
- Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning
- Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
- Group information according to common factors e.g. materials that make good conductors or insulators
- Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings
- Present findings using written explanations and include diagrams, when needed
- Write up findings using a planning, doing and evaluating process
- Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned
- When making predictions there are plausible reasons as to why they have done so
- Able to amend predictions according to findings
- Prepared to change ideas as a result of what has been found out during a scientific enquiry

Year 5
- Set up an enquiry based investigation, including a fair test, when appropriate
- Know what the variables are in a given enquiry and isolate each one when investigating
- Use scientific instruments as needed, eg. thermometer, spring scales
- Record data and present in a range of ways including diagrams, labels, classification keys, tables and graphs
- Make predictions based on information gleaned from investigations
- Create new investigations which take account of what has been learned previously
- Present information related to scientific enquiries in a range of ways including using IT such as powerpoint and iMovie
- Use diagrams to support writing
- Evaluate when explaining findings
- Be clear about what has been found out in an enquiry and relate to other enquiries, where appropriate
- Explanations set out clearly and its possible impact on other things
- Give examples supporting a scientific theory
- Keep an on-going record of new scientific words

Year 6
- Know which type of investigation is needed to suit particular scientific enquiry
- Set up a fair test when needed
- Know how to set up an enquiry based investigation
- Know what the variables are in a given enquiry and isolate each one when investigating

- Justify which variable has been isolated in scientific investigation
- Record data and present them in a range of ways including diagrams, labels, classification keys, tables. scatter graphs and line graphs
- Make accurate predictions based on information gleaned from their investigations and create new investigations as a result
- Present information related to scientific enquiries ina range of ways including using IT such as power-point, animoto and iMovie
- Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases
- Be clear about what has been found out from their enquiry and can relate to others in the class
- Explanations set out clearly why something has happened and its possible impact on other things
- Support conclusions with evidence
- Keep an on-going record of new scientific words they have come across for the first time and use these regularly in future scientific writing
- Use diagrams, as and when necessary, to support writing and be confident to present findings orally in front of the class
- Be able to give an example of something they have focused on when supporting a scientific theory
- Frequently carry out research when investigating a scientific principle or theory
- identify scientific evidence that has been used to support or refute ideas or arguaments

Science - Autumn Term	Science - Spring Term	Science - Summer Term
Sound **Year 4** - identify how sounds are made, associating some of them with something vibrating. - recognise that vibrations from sound travel through a medium to the ear. - find patterns between the pitch of a sound and features of the object that produced it. - find patterns between the volume of a sound and the strength of the vibrations that produce it. - recognise that sounds get fainter as the distance from the sound source increases. **Sticky Knowledge** - sound is made when something vibrates, which makes the air around it vibrate too	**Living Things and their Habitats** **Year 4** - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things **Sticky Knowledge:** - know how changes to an environment could endanger living things - group and identify living things - use classification keys **Year 5**	**Forces** **Year 5** - explain that unsupported objects fall towards the Earth because of the force of gravity acting between Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect **Sticky Knowledge:**

• sound can travel through solids, liquids and gases • air vibrations enter our ears; we hear them as sounds • the pitch of a sound can be high or low, depending on the sound waves, eg a tight or loose drum skin • Stronger vibrations produce louder sounds • As a sound travels away from its source it gets quieter	• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals **Sticky Knowledge:** • know the life cycle of different living things eg. mammal, amphibian, insect and bird • know the differences between different life cycles • know the process of reproduction in animals and plants Year 6 • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics **Sticky Knowledge:** • know how living things have been classified • give reasons for classifying plants and animal in a specific way • know the significance of work of famous scientists (eg. Carl Linnaeus, a pioneer of classification, or famous animal behavourists or naturalists)	• know what gravity is and its impact on our lives • know the effect of air and water resistance • know the effect of friction • explain how levers, pulleys and gears allow a smaller force to have a greater effect
Computing – Autumn Term	**Computing – Spring Term**	**Computing – Summer Term**

Autumn 1:	Spring 1:	Summer 1:
The class will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purpose • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on	Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices. • Use search technologies effectively • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Creating Media- **Photo editing** Year 4: To explain that digital images can be changed To change the composition of an image To describe how images can be changed for different uses To make good choices when selecting different tools To recognise that not all images are real	Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Programming A - **Repetition in shapes**

a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Computing Systems and Networks-
Communication
Year 4:
To describe how networks physically connect to other networks
To recognise how networked devices make up the internet
To outline how websites can be shared via the World Wide Web
To describe how content can be created, added to and accessed on the World Wide Web
To evaluate the consequences of unreliable content

Year 5:
To understand how search engines work, and use these
To explain how sharing information online

To evaluate how changes can improve an image

Year 5:
To identify digital devices that can take photos
To capture photos using a digital device
To recognise the features of an effective picture
To edit a picture use a range of tools and awareness of audience
To identify that photos can be improved through reshooting and editing
To consider the impact of the choices made when making and sharing a photo

Year 6:
To take creative photos using different devices
To edit a photo using a range of tools sophistically to make it better
To reflect on creative choices and evaluate my work
To understand copyright and ownership around photos

Spring 2:
Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.

Year 4:
To identify that accuracy in programming is important
To create a program in a text-based language
To explain what 'repeat' means
To modify a count-controlled loop to produce a given outcome
To decompose a program into parts
To create a program that uses count-controlled loops to produce a given outcome

Year 5:
To create a program in a text-based language
To write a program that includes count-controlled loops
To explain that a loop can stop when a condition is met, eg number of times
To conclude that a loop can be used to repeatedly check whether a condition has been met
To decompose a program into parts and debug as I go

Year 6:
To create a program in a text-based language

lets people in different places work together, but can have a negative impact
To contribute to a shared project online
To evaluate different ways of working together online

Year 6:
To identify how to use a search engine
To describe how search engines select results
To explain how search results are ranked
To recognise why the order of results is important, and to whom
To recognise how we communicate using technology
To evaluate different methods of online communication

Autumn 2:
Learners will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. This unit is planned using the Google Drawings app other alternative pieces of software are available.

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information

Data and Information - Flat-file databases
Year 4:
To explain that data gathered over time can be used to answer questions
To understand that some tools can be used for specific data handling
To use data collected over a long duration to find information
To identify the data needed to answer questions
To use collected data to answer questions
To use a form to record information

Year 5:
To use a form to record information
To compare paper and computer-based databases
To outline how grouping and then sorting data allows us to answer questions
To explain that tools can be used to select

To decompose a program into parts and debug as I go
To define a 'variable' as something that is changeable
To choose how to improve my code by using variables (HA)
To design a project that builds on a given example
To use my design to create a project
To evaluate my project

Summer 2:
Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.

- Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

- 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.

Creating Media - **Vector drawing**
Year 4:
To make good choices when selecting different tools
To evaluate how changes can improve an image
To make a simple vector drawing online with some support

Year 5:
To identify that drawing tools can be used to produce different outcomes
To create a vector drawing by combining shapes
To use tools to achieve a desired effect
To recognise that vector drawings consist of layers
To group objects to make them easier to work with
 To evaluate my vector drawing

specific data
To explain that computer programs can be used to compare data visually
To apply my knowledge of a database to ask and answer real-world questions
Year 6:
To identify questions which can be answered using data
To explain that objects can be described using data
To explain that formula can be used to produce calculated data in forms
To begin to apply formulas to data, including duplicating
To choose suitable ways to present data

- Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs

Programming B **Repetition in games**
Year 4:
To develop the use of count-controlled loops
To understand that in programming there are infinite loops and count controlled loops
To begin to design which includes two or more loops which run at the same time
To modify an infinite loop in a given program with support
To design and create a simple project that includes repetition

Year 5:
To continue to develop the use of count-controlled loops in a different programming environment
To explain that in programming there are infinite loops and count controlled loops
To develop a design which includes two or more loops which run at the same time

Year 6: To use a computer to create and manipulate digital objects To construct a vector drawing of a physical object using layers To identify that physical objects can be broken down into a collection of shapes To design a digital model by combining objects and shapes To develop and improve my vector drawing		To modify an infinite loop in a given program with growing confidence To design and create a project that includes repetition To create a project that includes repetition Year 6: To develop the use of count-controlled loops in a different programming environment To understand and explain that in programming there are infinite loops and count controlled loops, and use these in my program To develop a design which includes two or more loops which run at the same time independently To modify an infinite loop in a given program to make it better To design and create a project that includes repetition and a variable

Computational Thinking Skills to be Honed Throughout the Year:

Year 4:
- I can use abstraction to focus on what's important in my design
- I can write increasingly more precise algorithms for use when programming.
- I can use simple selection in algorithms
- I can use logical reasoning to detect and correct errors in programs

Year 5:
- I can solve problems by decomposing them into smaller parts
- I can use selection in algorithms
- I can recognise the need for conditions in repetition within algorithms
- I can use logical reasoning to explain how a variety of algorithms work
- I can use logical reasoning to detect and correct errors in algorithms
- I can evaluate my work and identify errors

Year 6:
- I can recognise, and make use, of patterns across programming projects
- I can write precise algorithms for use when programming
- I can identify variables needed and their use in selection and repetition
- I can decompose code into sections for effective debugging
- I can critically evaluate my work and suggest improvements

History	History	History
Why was The Battle of Britain a significant turning point in British history? - Key people - Dates /time-line - Events leading up to the outbreak of war. - Cause and result Key Questions:	The Aztecs – a study of a non-European society What was the effect of colonisation on the Aztec civilisation? - Make connections, note contrasts and trends over time - Use historical terms - Devise historically valid questions about change, cause, similarity and difference, and significance	Crime and punishment:How has this changed over the last 1000 years? A social study history of punishment over time from Anglo Saxons to present day - compare and analyse laws and justice from different time periods starting with Anglo Saxons - continue to develop chronological understanding of British history

1. Why did Britain have to go to war in 1939? 2. Why was it necessary for children to be evacuated and what was evacuation really like? 3. How was Britain able to stand firm against the German threat? 4. How did people manage to carry on normal life during the war and how do we know? 5. Why is it so difficult to be sure what life on the Home Front was really like? 6. What was VE day really like? 7. How were individual families living on the HomeFront affected by the war? 8. Why did Germany lose the Battle of Britain?	● **Organise historical information** ● **Use sources and evaluate their quality** Key Questions: 1. Who were the Aztecs? 2. How do we know about them? 3. What were the Aztecs famous for 4. Who did the Aztecs worship? 5. What was daily life like for the Aztecs? 6. What is colonisation? 7. What impact did colonisation have on the Aztecs?	● **look at how social history has impacted and developed into our current legal system in Britain** Key Questions: 1. How were criminals punished 800 years ago, and how do we know? 2. What does the legend of Robin Hood tell us about mediaeval justice? 3. More of the same? How did crimes and punishments change between 1500 and 1750? 4. Why did punishments become so bloody in the 18th century? 5. Why did so much change happen in the 19th century? 6. Has the way we catch and punish criminals improved that much in the last 100 years?
Geography How has Europe changed since WW2? ● locate the world's countries, using maps to focus on Europe (including the location of Russia) ● name and locate counties and cities of the United Kingdom and learn how some of these aspects have changed over time ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Geography** Why are there rainforests in South America and why are they important? ● locate South America on a world map- concentrating on their environmental regions, key physical and human characteristics, countries and major cities ● identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the	**Geography** What are the differences between the River Exe and River Thames? (A comparative study) ● recognise key topographical features eg: rivers, coasts, hills ● recognise differences between our locality and that of London ● describe and understand land use and economic activity of the River Exe and River Thames

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Sticky Knowledge:
Year 4
- know and name some counties of the UK

Year 5
- know the names of a number of European capitals

Year 6
- know what most symbols on the OS map stand for
- know how to use six-figure grid reference

Key Questions:
1. What countries make up Europe?
2. What are their capital cities?
3. What countries make up the United Kingdom?
4. What are their capital cities?
5. What are their famous landmarks?
6. What do the symbols on an OS map mean?
7. How do six figure grid references help us to use a map?
8. How has land use around Exeter changed since the end of WW2?
9. How has Europe changed since the end of WW2?

Tropics of Cancer and Capricorn, the Prime/Greenwich meridian and time zones

Sticky Knowledge:
Year 4
- know where the Equator, Tropic of Cancer and Tropic of Capricorn are located on a world map
- use maps and globes to locate Equator, the Tropics of Cancer and Capricorn

Year 5
- know the names of, and locate, a number of South American countries
- know what is meant by biomes and what are the features of a specific biome

Year 6
- know about time zones and work out time differences

Key Questions:
- Where are the most famous rainforests located?
- What are lines of longitude and latitude?
- What countries are in South America?
- What are the Capital cities of the countries in South America?
- Why are there rainforests in South America?
- What different layers does the rainforest have?
- Why are rainforests important?
- What is sustainability?
- What is deforestation?

- use fieldwork to observe, measure and record the human and physical features in our local area, including sketch maps, plans and graphs

Sticky Knowledge:
Year 4/5
- know, name and locate the main rivers in the UK
- know and label the main features of a river
- explain the features of the water cycle
- know why most cities are located by a river
- know how to plan a journey with the UK, using a road map

Year 6
- know why are industrial areas and ports are important
- use Google Earth to follow the journey of both the River Exe and River Thames

	What difference can one person make when it comes to protecting our planet?	
RE- Autumn term **How and why do people mark the significant events of life?** **Make sense of belief:** • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today **Understand the impact:** • Describe what happens in ceremonies of commitment and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live • Identify some differences in how people celebrate commitment **Make connections:** • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today.	**RE- Spring term** **How do Christians decide how to live? What would Jesus do?** **Make sense of belief:** • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts **Understand the impact:** • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives **Make connections:** • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view. **What do Christians believe Jesus did to save people? (Salvation) A look at Easter and its significance** **Make sense of belief:** • Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice **Understand the impact:**	**RE– Summer Term** **What matters most to Humanists and Christians?** **Make sense of belief:** • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') **Understand the impact:** • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view **Make connections:** • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

| | • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper
• Show how Christians put their beliefs into practice in different ways
Make connections:
• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today
• Articulate their own responses to the idea of sacrifice, recognising different points of view | **Why do some people believe in God and some people not?**

Make sense of belief:
• Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs
• Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
•Give examples of reasons why people do or do not believe in God
Understand the impact:
• Make clear connections between what people believe about God and the impact of this belief on how they live
• Give evidence and examples to show how Christians sometimes disagree about what God is like
Make connections:
• Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
• Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
• Make connections between belief and behaviour in their own lives, in the light of their learning. |
| **DT – Autumn Term**
Build and Design Anderson Shelters | **DT – Spring Term**
FOREST SCHOOL | **DT – Summer Term**
PRODUCT DESIGN- Farmers Market |

DESIGN

- Use research and criteria to develop products which are fit for purpose and aimed at specific groups
- Use annotated sketches and diagrams

Sticky Knowledge:
Year 4
- use ideas from other people when designing
- produce a plan and explain it
- persevere and adapt work when the original ideas do not work
- communicate their ideas in a range of ways, including by sketches and drawings which are annotated

Year 5
- come up with a range of ideas after collecting information from different sources
- produce a detailed step-by-step pla
- explain how a product will appeal to a specific audience

Year 6
- follow and refine original plans

MAKE

- select from and use a wider range of tools and equipment to perform practical tasks (eg. shaping, joining, cutting and finishing)

DESIGN

- Develop design criteria to inform the design of functional product that is fit for purpose
- generate, develop, model and communicate their ideas through discussion and annotated sketches

Sticky Knowledge:
Year 4
- persevere and adapt work when original ideas do not work
- communicate ideas in a range of ways

Year 5
- come up with a range of ideas after collecting information from different sources

Year 6
- follow and refine original plans

MAKE

- select from a wide range of tools and equipment to perform practical tasks

Sticky Knowledge:
Year 4
- know which tools to use for a particular task and show knowledge of handling the tool

Year 5
- use a range of tools and equipment competently

Year 6
- know how to use any tool correctly and safely
- know what each tool is used for

DESIGN

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. aimed at particular individuals or groups

Sticky Knowledge:
Year 4
- produce a plan and explain it
- persevere and adapt work when original ideas do not work
- communicate ideas in a range of ways

Year 5
- come up with a range of ideas after collecting information from different sources
- design a product that requires pulleys or gears (FOREST SCHOOL)

Year 6
- use market research to inform plans and ideas
- justify planning in a convincing way
- show that culture and society is considered in plans and designs

MAKE

- select from and use a wide range of materials, according to their functional properties and aesthetic qualities

Sticky Knowledge:
Year 4
- know which material is likely to give the best outcome
- measure accurately

Year 5
- know which tool to use for a specific practical task

Year 6
- know which tool to use for a specific practical task

EVALUATE
- Investigate and analyse existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Sticky Knowledge:
Year 4
- evaluate and suggest improvements for design
- evaluate products for both their purpose and appearance
- explain how the original design has been improved
- present a product in an interesting way

- explain why a specific tool is best for a specific action

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

Sticky Knowledge:
Year 4
- evaluate and suggest improvements for design
- present a product in an interesting way

Year 5
- suggest alternative plans; outlining the positive features and drawbacks

Year 6
- know how to test and evaluate designed products

TECHNICAL KNOWLEDGE
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures (building dens in the woods to give their group shelter)

Sticky Knowledge:
Year 4/5
- know how to strengthen a product by stiffening a given part or reinforce a part of the structure

  Year 6

- select from and use a wider range of materials and components

Sticky Knowledge
Year 4
- know which material is likely to give the best outcome
- measure accurately

Year 5
- make a prototype before making the final version
- make a product that relies on pulleys and gears (FOREST SCHOOL)

Year 6
- know which tool to use for a specific task

EVALUATE
- investigate and analyse a range of existing products
- consider the views of others to improve their work

Sticky Knowledge:
Year 4
- evaluate products for both their purpose and appearance

Year 5
- evaluate appearance and function against original criteria

Year 6
- explain how the product should be stored and give reasons

Year 5

- evaluate appearance and function against original criteria

Year 6

- know how to test and evaluate designed products
- evaluate product against clear criteria

TECHNICAL KNOWLEDGE

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures (ensure Anderson shelters will hold a 1kg weight)

Sticky Knowledge:
Year 4/5

- use ideas from other people when designing
- produce a plan and explain it
- persevere and adapt work when the original ideas do not work
- communicate their ideas in a range of ways

Year 6

- use knowledge to improve a product by strengthening, stiffening or reinforcing

Forest School (continuing next term also)

Cooking and Nutrition

- use knowledge to improve a product by strengthening, stiffening or reinforcing

TECHNICAL KNOWLEDGE

Sticky Knowledge:
Year 4

- use IT, where appropriate, to add to the quality of the product

Year 5

- use more complex IT program to help enhance the quality of the product produced

Year 6

- know which IT product would further enhance a specific product

- understand and apply the principles of a healthy and varied diet
- prepare and cook a savoury dish
- understand seasonality, and know how a variety of ingredients are grown

Sticky Knowledge:
Year 4
- know how to be both hygienic and safe using food
- bring a creative element to the food product being designed

Year 5
- be both hygienic and safe in the kitchen
- know how to prepare a meal by collecting the ingredients in the first place
- know which season various foods are available for harvesting

Year 6
- explain how food ingredients should be stored and give reasons
- work within a budget to create a meal
- understand the difference between a savoury and sweet dish

Use a range of tools safely including: a bow saw, file and an axe

ART- AUTUMN Term	ART- SPRING Term	ART- SUMMER TERM
AUT 2- TYPOGRAPHY and MAPS	SPR 1- MIXED MEDIA LAND & CITY SCAPES	SUM1- SET DESIGN

Drawing and sketchbooks pathway	Paint, surface and texture pathway	Working in 3d
Key Concepts:	**Key Concepts:**	**Key Concepts:**
• That when designers work with fonts and layout it is called Typography	• Thats artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes	• That designers and makers design "sets" which form the backdrop/props to give context to drama (theatre, film or animation).
• That we can use the way words look ot help us communicate ideas and emotions	• That artists often work outside (plein air) so that all their senses can be used to inform the work	• That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.
• That we can create our own typography and combine t with other visual elements to make artwork about chosen themes	• That as artists we are able to experiment with materials combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong"	• That we can create our own "sets"to create models for theatre design, or backgrounds for an animation.
	• We can share our artistic discoveries with, and be inspired by each other	• That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.
Sticky Knowledge:	• We can use sketchbooks to focus this exploration and we do not always need to create an "end result"- sometimes the exploratory journey is more than enough	
Year 4		
• know how to use line, tone, shape and colour to represent forms		**Sticky Knowledge:**
• Use a sketchbook for collecting ideas and developing a plan for a completed piece of work	**Sticky Knowledge:**	**Year 4**
• Describe some of the key ideas, techniques and working practices of artists and designers who he/she has studied	**Year 4**	• experiment with the styles used by other artists
	• Use a sketchbook for collecting ideas and developing a plan for a completed piece of work	• explain some of the features of art from historical periods
Year 5	• Articulate how he/she might improve their work using technical terms and reasons as a matter of routine	•
• know how to use shading to create mood and feeling	• Create different effects by using a variety of tools and techniques	**Year 5**
• know how to organise line, tone, shape to represent forms		• research the work of an artist and use their work to replicate a style
• Develop different ideas which can be used to explain his/her choices for the materials and techniques used		

- Research and discuss various artists and designers and discuss their processes and explain how these were used in the finished product

Year 6
- use a full range of pencils, charcoal or pastels when creating a piece of art
- explain why different tools have been used to create art
- Select ideas based on first hand observations, experience or imagination and develop these through open ended research
- Describe the work and ideas of various artists and designers, using appropriate vocabulary and referring to historical or cultural contexts

Year 5
- Develop different ideas which can be used to explain his/her choices for the materials and techniques used
- Evaluate his/her work against their intended outcome
- Mix colours to express mood, divide foreground from background or demonstrate tones

Year 6
- Select ideas based on first hand observations, experience or imagination and develop these through open ended research
- Adapt his/her own final work following feedback or discussion based on their preparatory ideas
- Use simple perspective in their work using a single focal point and horizon
- Use techniques, colours, tones and effects in an appropriate way to represent things seen- brushstrokes following the direction of grass, stippling to paint sand, watercolour bleeds to show clouds

SPR 2- FASHION DESIGN
Collaboration and community pathway

Key Concepts:
- That designers bring their own culture, experiences and passions into their designs, for other people

Year 6
- explain the style of art used and how it has been influenced by a famous artist
- understand what a specific artist is trying to achieve in any given situation
- understand why art can be very abstract and what message the artist is trying to convey

SUM 2 MAKING MONOTYPES
Paint, colour, collage

Key Concepts:
- That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.
- That we can use the "distance" that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.
- That we can combine monotype with other disciplines such as painting and collage.
- That we can make art by expressing our own personal response to literature or film

	• That as individuals we can grow our experience of the world by experiencing (seeing, listening, talking the time to understand) the creativity expressed by other people • That we can use colour, pattern, line, shape, form, material, texture to express our creativity • That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them? • That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms. Sticky Knowledge: Year 4 • Describe some of the key ideas, techniques and working practices of designers who he/she has studied • Print on fabrics using tie-dyes or batik Year 5 • Research and discuss various designers and discuss their processes and explain how these were used in the finished product • Return to work over longer periods of time and use a wider range of materials Year 6 • Describe the work and ideas of various designers, using appropriate vocabulary and referring to historical or cultural contexts	Year 4 • Use a taught technical skill to adapt and improve his/her work • Use a sketchbook for collecting ideas and developing a plan for a completed piece of work Year 5 • Confidently and systematically investigate the potential of new and unfamiliar materials and use these techniques within his /her work • Develop different ideas which can be used and explain his/her choices for the techniques used Year 6 • Refine his/her use of learnt techniques • Select ideas based on first hand experience, observations or imagination and develop these through open ended research

Music – Autumn Term	Music – Spring Term	Music – Summer Term
Doods - WCET / War Music	Glocks (Stage 2) Charanga	Doods- Ken Parr
Listen and Appraise:	**Playing an Instrument:**	**Playing an Instrument:**
Year 4:	Year 4:	Year 4:
- Analyse features within different pieces of music, using understanding of musical features to appraise musical choices - (tempo, timbre, structure, texture, dynamics etc.) - Start to identify the character of a piece of music and its style - Describe and identify the different purposes of music (War music)	- Create and play repeated patterns confidently - Play notes of varying length, with an understanding of their place in a bar	- Create and play longer, more complex repeated patterns with different instruments (DooD, glocks) - Play solo - Play off beat, syncopated rhythms with increasing accuracy - Perform from simple staff notation- including crotchets, rests, minims and quavers
Year 5: - Describe, analyse, compare and evaluate musical pieces using musical vocabulary to appraise (tempo, timbre, structure, texture, dynamics etc.) - Contrast the work of famous composers and pieces of music from the war-time period with that of today, and show preferences - Understand how rhythm, pitch and pulse all work together	Year 5: - Improvise and play a repeated sequence of notes on a tuned instrument to accompany a song/tune - Confidently perform a piece of music as a group, using a range of different instruments (tuned/ untuned) with some accuracy, control, fluency and expression Year 6: - Compose and play a repeated sequence of notes on a tuned instrument to accompany a song/tune	Year 5: - Play off beat syncopated rhythms with accuracy and confidence - Performances show a clear awareness of expression and balance, both solo and ensemble. - Perform from formal short, simple written notation, including crotchets, rests, minims,

and the effect this has

Year 6:
- Discuss the dimensions of music and recognise these independently within music heard, using a breadth of music terminology and knowledge
- Compare and contrast the impact that different composers from
different times will have had on the people of the time.

Playing an Instrument
Year 4:

- Play in time with others in an ensemble context

- Play instrument with direction of a leader
- Create and play repeated patterns with different instruments (DooD,)
- Have secure and confident embouchure and understanding of basic fingering.

Year 5:

- Devise and play a repeated sequence of notes on a tuned instrument to accompany a song/tune

- Demonstrate confident embouchure and growing timbre when playing

Year 6:

- Use notes simultaneously to produce harmony by building up simple chords in a pair/group (glocks)

- Maintains own or independent part within a group performance, including off-beat rhythms.

Appraising:

Year 4:
- Understand and identify 2, 3 or 4 beats in a bar.
- Begin to recognise major and minor tonality.

- Become familiar with the works of Beethoven, Mozart, Vivaldi and other significant composers/ artists

Year 5:
- Develop an increased understanding of the history of music, including the general journey of music over time and significant time periods

Year 6:
- Develop a deeper understanding of the history of music and context
- Become confident in identifying the works of major, significant composers

quavers, and semibreve and dotted crotchets.

Year 6:

- Play confidently, demonstrating musical quality e.g clear starts and ends and technical accuracy.
- Play a range of notes confidently, with awareness of phrasing, breath and tone
- Perform from formal short, more complex written notation, including crotchets, rests, minims, quavers, and semibreve and dotted crotchets.

Appraising:

Year 4:
- Explain the place of silence (rests) and say what effect it has

- Analyse features within different pieces of music, using understanding of musical features to appraise musical choices - (tempo, timbre, structure, texture, dynamics etc.)

Year 5:
- Explain why they think a piece of music is successful or unsuccessful

- Perform as part of a wider group following a band leader accurately - Play a range of notes with growing confidence and accuracy, and sufficient embouchure/ technique <u>Composing and Notation:</u> <u>Year 4:</u> - Understand what minims and quavers are - Gain confidence in composing using crotchets and rests - Continue to improvise with improved confidence and awareness of musical quality (tempo, dynamics etc.) <u>Year 5:</u> - Understand what semibreves and dotted crotchets are - Gain confidence in composing using minims, quavers, crotchets and rests. - Improvise within a group using melodic phrases <u>Year 6:</u> - Improvise with a clear style and direction	- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions, composers and musicians <u>Performing and Singing:</u> <u>Year 4:</u> - -Begin to sing rounds and partner songs in different time signatures -Perform in two or more parts with confidence - Sing songs from memory with accurate pitch - Begin to sing in harmony <u>Year 5:</u> - Improvise using voice and varied pitch - Maintain their part whilst others are performing their part - Recognise and use basic structural forms e.g. rounds with confidence <u>Year 6:</u> - Perform a piece of music which contains two distinct melodic or rhythmic parts, knowing how the part will fit together. - Sing a harmony part confidently and accurately - Perform parts from memory, including rounds. <u>Composing and Notation:</u> <u>Year 4:</u> - Understand and begin to use minims and quavers	- Describe, analyse, compare and evaluate musical pieces using musical vocabulary to appraise (tempo, timbre, structure, texture, dynamics etc.) <u>Year 6:</u> - Refine and improve their work - Discuss the dimensions of music and recognise these independently within music heard, using a breadth of music terminology and knowledge <u>Composing and Notation:</u> <u>Year 4:</u> - Understand and use minims and quavers in playing and own compositions - Use notation to record own short, simple compositions using minims, quavers, crotchets and rests - Use their notation in a performance (solo/ with others) - Explore 4 or 5 note scales - Introduce the Pentatonic Scale C, D, E, G, A). <u>Year 5:</u> - Understand and begin to use semibreves (whole note) and dotted crotchets (beat and a half) - Use notation to record and create compositions using crotchets, rests, minims, quavers, semi breves and dotted crotchets.

-Further understand the differences between semibreves, minims, crotchets and quavers, and their equivalent rests.

 - Recognise that different forms of notation serve different purposes

<u>Performing and Singing</u>

<u>Year 4:</u>

- Perform a simple part rhythmically with expression, with awareness of pitch and dynamics

<u>Year 5:</u>

- Sing as part of an ensemble with control and precision
- Sing with growing control and fluency

<u>Year 6:</u>

- Sing as part of an ensemble with full confidence and precision

Christmas/Harvest/Class Assembly:
● Learn and perform songs for an audience (Harvest Festival) with an awareness of presence and the audience

Ongoing (lesson starters):

- Compose using crotchets and rests independently
- Use their growing notation in a performance (solo/ with others)
- Show how they can use dynamics, tempo and timbre to provide contrast
- Use the inspiration piece to compose in the style and feeling of the composer, demonstrating an understanding of their intentions

<u>Year 5:</u>
- Begin to compose using semibreves and dotted crotchets.
-Further understand the differences between semibreves, minims, crotchets and crotchet rests.
- Change sounds or organise them differently to change the effect
- Compose music which meets specific criteria and to evoke a specific atmosphere.
- Choose the most appropriate tempos for a piece of music
- Use the inspiration piece to compose in the style and feeling of the composer, demonstrating an understanding of their intentions

<u>Year 6:</u>
- Use a variety of different musical devices in their composition (including melody, rhythm and tempo)
- Use different forms of notation within compositions, including crotchets, rests, minims, quavers, semibreves and dotted crotchets with guidance

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- Understand the relation between pulse and syncopated patterns

<u>Year 6:</u>
-Further develop the skills to read and perform notation within an octave (e.g. C–C)
- Independently create own compositions, and use formal notation including a variety of notes to record this

<u>Performing and Singing:</u>

<u>Year 4:</u>
- Listen to and recall sounds with increased aural memory and accuracy
- Sing songs from memory with accurate pitch

<u>Year 5:</u>
- Listen with attention to detail and recall sounds with increasing aural memory
- Sing and use their understanding of lyrics and context to add expression and emotion

<u>Year 6:</u>
- Listen with attention to detail and recall sounds with excellent aural memory
- Sing and perform syncopated rhythms.
- Take the lead in a performance
- Take on a solo part

• Develop an understanding of how music has changed over time, noting each different phase and its style. • Develop an understanding and repertoire of different remarkable musical pieces, and have an awareness of their time period.	- Use the inspiration piece to compose in the style and feeling of the composer, demonstrating an understanding of their intentions Performance: • Learn and perform songs for an audience (Class 1 assembly, Christmas Show, Carol Service) with an awareness of presence and the audience Ongoing (lesson starters): • Develop an understanding of how music has changed over time, noting each different phase and it's style. Develop an opinion on each and describe the features using musical terminology. • Develop an understanding and repertoire of different remarkable musical pieces, and have an awareness of their time period.	Performance: • Learn and perform songs both as solos and in ensembles for an audience (Year 6 Assembly) with confidence and an awareness of audience Ongoing (lesson starters): • Develop an understanding of how music has changed over time, noting each different phase and its style. Develop an opinion on each and describe the features using musical terminology. • Develop an understanding and repertoire of different remarkable musical pieces, and have an awareness of their time period.
PSHE- Autumn Term Setting targets for the new school year Parliament Week _Developing confidence and responsibility and making the most of their abilities_ • to talk and write about their opinions, and explain their views ,on issues that affect society	**PSHE- Spring Term** (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World) Recycling and being Responsible Looking After the Planet • to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action • research , discuss and debate topical issues, problems and events	**PSHE-Summer Term** (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World) 1 Decision Units Core theme – Living in the Wider World Year 4 About where money comes from, keeping it safe and the importance of managing it

• recognise their worth as individuals by identifying positive things about themselves and their achievements , setting personal goals _Prepare to play an active role as citizens_ • research, discuss and debate topical issues, problems and events • why and how rules are made and enforced • what democracy is, and about the basic institutions that support it locally and nationally	1 Decision Units Year 4/5/6: Internet safety and harms (H) Image Sharing How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Growing and Changing Year 4 Families and people who care for me (R) How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships (R) How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed Being Safe (R) How to report concerns or abuse, and the vocabulary and confidence needed to do so Year 5 Changing Adolescent Body (H) Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle. Year 6	effectively The part that money plays in people's lives A basic understanding of enterprise Year 5 About where money comes from, keeping it safe and the importance of managing it effectively. The part that money plays in people's lives A basic understanding of enterprise. Year 6 Internet Safety and Harms (H) How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Respectful relationships (R) Year 4 The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships. Year 5 What a stereotype is, and how stereotypes can be unfair, negative or destructive.

	Sex education – comes under separate policy to statutory element- see school policy	Year 6 Families and people who care for me (R): That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

PE

The planning and assessment of PE skills follows the programme outlined by Primary Sports in Education which breaks the national curriculum learning objectives into smaller steps, Levels 1 to 5, allowing more accurate assessment of pupil's attainment, progress and next steps. Most pupils will be working within the Levels 3 and 4 as detailed here, but some of the younger pupils may be working at a lower stage and accessing skills outlined in the Class 2 Curriculum Maps. Gifted and talented pupils will be extended by working at Level 5 as outlined in PSE planning.

PE – Autumn Term	PE – Spring Term	PE – Summer Term
Dance Learn a range of dances from around the world. (Greek, Jive, Bollywood) Link to WW2 topic Level 3 • Perform movements and actions with increasing control, and perform clearly with expression showing an awareness of phrasing and music • Select movements that demonstrate understanding of the dance, mood and feeling. • Repeat dance phrase and simple dances with control and accuracy	**Tag Rugby** Level 3 • Begin to influence opposed conditioned game with my running, passing or tagging skills and understand the technique for each skill Catch the ball from static and moving positions and run forwards with the ball • Perform flat, spin and pop passes with accuracy to a team-mate and can mark opponents in game play • Identify tactics to help the team to keep the ball and invade the opposition team	**Striking and Fielding** Level 3 • hit a bowled ball with intent and force plus bat, bowl and field with control • use a range of fielding skills e.g catching, throwing, bowling and intercepting with control and consistency • make good tactical decisions quickly whilst remaining aware of what is going on around them and start to understand tactics within a game • identify own strengths and suggest

Level 4

- Explore, improvise and combine movements and ideas effectively and perform with an awareness of rhythmic, dynamic and expressive qualities
- Improvise freely alone / with a partner transferring ideas from stimuli and movement
- Create and link simple dance phrases using dance structures and motifs

High 5 Netball

Level 3

- Begin to influence opposed conditioned game with passing, movement or shooting skills, and explain the techniques used in each skill
- Control and catch a ball and pivot ready to play the next pass
- Mark opponents and support plays in defence
- Accurately pass to someone else using the correct pass technique, even when under pressure by a defender
- Use a range of tactics to attack and defend, and use and interpret the rules of the game

Level 4

- Create a target to catch the ball and accurately pass whilst preparing to move into a new space, and explain and evaluate each of these techniques
- Take part in a game of netball with

- Use a variety of defending and attacking principles within the games

Level 4

- Run with the ball and dodge and opponent in order to score a try, keeping the ball in two hands and explain and evaluate the different techniques used for each skill
- take part in conditioned game with understanding of tactics & rules whilst understanding my role as a defender is to take the opponents tag and hold it in the air
- I can apply principles of team play to keep possession of the ball and score effectively
- Know what position they are playing and how to contribute when attacking and defending and have a understanding of the rules of the game

Handball

Level 3

- begin to influence opposed conditioned game with my dribbling, passing or shooting skills
- mark opponents and support players in defence
- identify tactics to help the team to keep the ball and take it towards the oppositions end
- use a range of tactics to attack and defend and use and interpret the rules of the game

Level 4

- catch the ball from a variety of heights and decide whether to pass, dribble or shoot

practices to help improve them and identify and describe features successful game play

Level 4

- bat, bowl and field with control. Demonstrate a range of effective techniques plus choose a range of increasingly complex skills and techniques
- use a range of tactics for attacking and defending batters, bowlers and fielders. Plus I can adapt team and individual tactics and vary them
- identify their own and others' strengths and weaknesses and devise practices that lead to improvement
- use a sound understanding of the principles of play when planning their approaches to games

Athletics

Level 3

- understand and demonstrate the difference between sprinting and running for sustained periods plus increase the fluency and control of running techniques
- perform a range of jumps showing consistent technique and where appropriate using a short run up
- effectively assume the role of a

understanding of the different tactics and specific footwork and positioning rules
- Apply defending skills such as marking and intercepting in a game
- When in possession pass and create space for own team, when defending restrict space for the opposite team
- Know position being played and how to contribute to attacking and defending in that position
- Apply rules fairly and consistently

Gymnastics

Level 3
- Travel in a range of ways using feet and hands, use all available space using pathways and changes of direction, repeat simple sequences accurately and with consistency
- Describe own and others' movements, balances and body shapes
- select, link and perform with control and a variety of action and perform longer phrases containing a clear beginning, middle and end
- identify when heart rate and breathing quickens

Level 4
- perform actions balances and movements with control, combine a range of elements with a sequence, and combine their own work with that of others

afterwards - I can also evaluate how to do each skill
- use marking, tackling and/or interception to improve defence
- understand the attacking and defensive principles of handball and where I need to be in a variety of situations
- know what position they are playing and how to contribute when attacking and defending and apply rules consistently and fairly

Swimming

Working towards end of KS2 outcomes, key steps taken from Swim England Duckling Stages 4-7

- enter and leave water safely
- jump in from poolside submerging and swimming safely to side / steps
- submerge to collect an object
- know the safety message 'float, breathe, relax'
- kick / push and glide 10m using backstroke, front crawl, butterfly or breaststroke legs, with and progressing to without a float
- learn the skills of sculling and treading water
- sink, push off, glide and rotate
- swim 10m wearing clothing

End of KS2 outcomes
- swim competently, confidently and proficiently over a distance of at least 25 metres

team member taking part in an athletic event e.g in a team relay
- throw objects, changing their action for accuracy and distance including the throwing of Javelins, Discus and shot puts at targets

Level 4
- select the most appropriate pace for a running event, to sustain their running and improve upon personal targets
- demonstrate control and accuracy over running and/or jumping activity plus show control at take off in jumping activities
- participate in a range of athletic events, eg long jump, 100 metre sprint etc
- show accuracy and good technique when throwing a javelin, discus and shot put to try and gain distance

• identify aspects of a performance that need to be practised • prepare well structured sequences that can be performed alone or with a partner, and plan, perform and repeat sequences that include changes of levels, direction and speed	• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations	

MFL	Skills Children will be able to:-	MFL – Autumn Term	MFL – Spring Term	MFL – Summer Term

Listening	**Y4**
	understand familiar spoken words and phrases - e.g. the teacher's instructions,colours,numbers.
	
	Y5/6
	understand the main points from a short spoken passage made up of familiar language - e.g.
	short rhyme or song, a telephone message
		● Listen and engage
		● Ask and answer questions
		● Speak in sentences using familiar vocabulary and be understood.
		● Develop appropriate pronunciation and intonation
		● Show understanding of words and phrases when reading.
		● Appreciate stories, songs, poems and rhymes.
		● Broaden vocabulary
		Write simple sentences using given structure, extending with connectives where possible.
		● Understand basic grammar (Yr 5/6)
		● Describe people, places & things (Yr 5/6)
		● Adapt known language to create new ideas (Yr 5/6)
		● Engage in conversations, expressing opinions (Yr 5/6)
		    ●Write phrases from memory and adapt these to build and create new sentences.(Y5/6)
			● Listen and engage
			● Ask and answer questions
			● Speak in sentences using familiar vocabulary and be understood.
			● Develop appropriate pronunciation and intonation
			● Show understanding of words and phrases when reading.
			● Appreciate stories, songs, poems and rhymes.
			● Broaden vocabulary
			Write simple sentences using given structure, extending with connectives where possible.
			● Understand basic grammar (Yr 5/6)
			● Describe people, places & things (Yr 5/6)
			● Adapt known language to create new ideas (Yr 5/6)
			● Engage in conversations, expressing opinions (Yr 5/6)
			    ●Write phrases from memory and adapt these to build and create new
				● Listen and engage
				● Ask and answer questions
				● Speak in sentences using familiar vocabulary and be understood.
				● Develop appropriate pronunciation and intonation
				● Show understanding of words and phrases when reading.
				● Appreciate stories, songs, poems and rhymes.
				● Broaden vocabulary
				Write simple sentences using given structure, extending with connectives where possible.
				● Understand basic grammar (Yr 5/6)
				● Describe people, places & things (Yr 5/6)
				● Adapt known language to create new ideas (Yr 5/6)
				● Engage in conversations, expressing opinions (Yr 5/6)
				    ●Write phrases from memory and adapt these to build and create new

Speaking	**Y4** **Answer simple questions and give basic information – e.g. name, age** **Y5/6** **ask and answer simple questions and talk about my interests.e.g. describe myself and my family.**			
Reading	**Y4** understand and read out familiar written words and some phrases eg phrases about the weather. **Y5/6** **understand the main point(s) from a short written passage in clear printed script - e.g.very simple messages on a postcard or e-mail or part of a story.** **Y4**			

Writing	write one or two short sentences to a model and fill in the words on a simple form. **Y5/6** **write a few short sentences with support using expressions and phrases which they have already learnt – e.g. write a postcard to a friend.**			