

TOPIC PLANNING- 2014/15

TOPIC	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	CLJ SKILLS / APP
TERM 1 Funny Bones	SCIENCE – Human and animal skeletons	<ul style="list-style-type: none"> • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>I can ask questions that I want to find the answer to.</p> <p>I can use information and results to answer questions.</p> <p>I can use Science to explain my answers.</p>
	COMPUTING – E-Safety	<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 • 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 	<p>DEA: I have watched Kara, Winston and the SMART crew.</p> <p>S: I know not to give out my information on-line (Safe). M: I know not to meet people I have talked to on-line (Meeting). A: I know not to answer e-mails from strangers (Accepting) R: I know that people on-line might not be who they say they are (Reliable). T: I know to tell a parent, carer or a trusted adult if someone does something that makes me feel uncomfortable or worried, or if you or someone you know is being bullied online (Tell).</p>

		range of ways to report concerns about content and contact.	
	PE - Swimming Invasion Games	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Chose and use a variety of ball skills with a good degree of accuracy. Recognise the similarities between invasion games.</p> <p>Use a variety of techniques and tactics to attack, keep possession and score.</p> <p>Change pace, length and direction to outwit their opponent.</p> <p>Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.</p> <p>Understand how strength, stamina and speed can be improved by playing games.</p> <p>Identify good performances and suggest ideas for practices that will improve their play.</p>

	<p>MUSIC – Recorders Charanga</p>	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Perform simple parts rhythmically</p> <p>Explore and extend the ways sounds can be combined and used expressively</p> <p>Make improvements to their own work, commenting on the intended effect.</p>
	<p>ART - Sculpture</p>	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Explore ideas and collect information to begin to develop their work.</p> <p>Use visual and tactile qualities in materials and techniques, design and make images and artefacts for different purposes.</p> <p>Comment on similarities and differences between their own and other's work.</p> <p>Adapt and improve their own and other's work.</p>
	<p>RE – Judaism</p>		<p>Explain the key beliefs, teachings, practices of Judaism.</p> <p>Look for similarities and differences between religions and suggest questions they would like to answer.</p> <p>Explain how a believer's faith is important to him/her.</p>

			<p>Explain a range of meanings given by believers to religious stories, symbols and practices.</p> <p>Discuss situations where people have made decisions about how to live their life.</p> <p>Recognise the values that others hold and that these may be different from their own.</p> <p>Talk about the reasons why particular things are held to be right or wrong.</p>
	PSHE	New Beginnings	

<p>TERM 2 Where I Live</p>	<p>SCIENCE – Electricity</p>	<ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and 	<p>I can say what I will keep the same.</p> <p>I can say what I will measure.</p> <p>I can say what I will change.</p> <p>I can make predictions to help me solve a problem.</p>
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		associate metals with being good conductors.	
	COMPUTING – Text processing and multimedia	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>DEA – Desktop Publishing</p> <p>I can open a desktop publishing program.</p> <p>I can choose a template design.</p> <p>I can create a publication with a title.</p> <p>I can create a heading and text.</p> <p>I can add a picture from clipart to my publication.</p> <p>I can print my publication and talk about how I made it.</p>
	HISTORY – Where I live	<ul style="list-style-type: none"> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<p>I can put people or events into the correct periods of time.</p> <p>I know that the past can be split into different periods of time.</p> <p>I can use dates and words which describe the passing of time (eg. in 1939, after the death of Henry VIII, following the arrival of the Spanish explorers).</p> <p>(Hist knowledge) I can talk about the reasons for, and results of, historical events or changes.</p> <p>(Hist Interpretation) I can talk about the reasons for, and results of, historical events or changes.</p> <p>I can describe how people pass on information about the past in different ways, sometimes giving different opinions of events.</p> <p>I can use a variety of sources of information to investigate the past, including artefacts, books and ICT.</p> <p>I can ask and answer questions about the past.</p> <p>I can share my knowledge in a variety of ways eg fact cards, diary entries, newspaper reports.</p>

	<p>Geography – Where I live</p>	<ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 	<p>I can talk about similarities and differences.</p> <p>I can describe and compare places and offer reasons for my ideas.</p> <p>I can use appropriate geographical vocabulary, such as temperature, transport, industry, to communicate my findings.</p> <p>I can use a range of fieldwork techniques (for example labeled field sketches) and instruments (for example a rain gauge, a camera).</p> <p>I can use atlases, globes, maps and plans at a range of scales.</p> <p>I can use secondary sources of information to draw plans and maps.</p> <p>I can use ICT to help me in geographical investigations.</p> <p>I can use decision making skills.</p>
	<p>PE – Swimming Gymnastics</p>	<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Perform a range of gymnastic actions with consistency and fluency.</p> <p>Work with a partner to show similar and contrasting actions on the floor and apparatus.</p> <p>Combine actions and show clarity of shape in longer sequences, alone or with a partner.</p> <p>Understand how strength and suppleness improve gymnastic performances.</p> <p>Identify good performance, based on a given criteria, and suggest ideas for practices that will improve their sequence.</p>

	<p>MUSIC – Recorders</p> <p>Charanga</p>	<p>As before</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>As before</p> <p>Sing in tune with expression.</p>
	<p>D & T – Pop-up mechanisms</p>	<p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Generate, develop and explain clearly ideas for products to meet a range of needs. Plan what they have to do.</p> <p>Communicate design ideas in different ways.</p> <p>Select appropriate tools and techniques.</p> <p>Make realistic plans.</p> <p>Suggest alternative ways of making their product. Explore the qualities of materials and how to use materials and processes.</p> <p>Measure, mark, cut out and assemble, join and combine components and materials with increasing accuracy.</p> <p>Identify where evaluation has led to improvements.</p>

	RE – Light at Christmas		<p>Look for similarities and differences between religions and suggest questions they would like to answer.</p> <p>Explain a range of meanings given by believers to religious stories, symbols and practices.</p>
	PSHE Citizenship	<p>Getting on and falling out</p> <p>Anti-Bullying Week</p> <p>Firework safety</p> <p>Safety in the home</p>	

TERM 3 Blowing Hot and Cold	SCIENCE – States of matter Solids, Liquids and Gases	<ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>I can write what I am going to do to find things out.</p> <p>I can choose correct equipment to do my investigation.</p> <p>I can use this equipment properly and safely.</p> <p>I can begin to see where the risks are.</p>
	COMPUTING – Digital imagery	<ul style="list-style-type: none"> 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 	<p>I can use a graphics package to change a digital photograph.</p> <p>I can explain the software tools I used to change the image.</p> <p>I can create a series of linked images to a topic e.g. space adventure or my hobby.</p> <p>I can write text about my linked images in word and add my pictures.</p>

		information	I can use at least five different tools to change an image.
	GEOGRAPHY -	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (Throughout the year) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>I can use at least five different tools to change an image.</p> <p>Describe similarities and differences.</p> <p>Describe, compare and offer reasons for their views.</p> <p>To use appropriate geographical vocabulary in communicating findings.</p> <p>To use a wider range of field work techniques and instruments.</p> <p>To use atlases, globes, maps and plans at a range of scales.</p> <p>To use secondary sources of information to draw plans and maps.</p> <p>To use ICT to help in geographical investigations.</p> <p>To continue to develop decision making skills.</p>
	PE – Swimming Dance	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Physical Development:</u> Respond imaginatively to different stimuli using dance language and creative movements, working independently with a partner or a small group.</p> <p>Extend their effort in dances.</p> <p>Recognise and describe dances involving</p>

			<p>simultaneous and complimentary movements.</p> <p>Create, adapt and link a range of dance actions that communicate ideas.</p> <p>Collaborate with partner or in a small group, to perform, remember and repeat a dance from a prompt.</p> <p>Respond and make improvements appropriate to their own and others' performances.</p> <p><u>Creative Development:</u> Respond imaginatively, through movement and gesture to a given stimuli.</p> <p>Work independently, in pairs and small groups to perform, remember, repeat and refine a dance with a given structure.</p> <p>Perform dances clearly and fluently.</p> <p>Comment on performances constructively, using appropriate language.</p>
MUSIC – Recorders	<ul style="list-style-type: none"> As before 	<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>As before</p> <p>Recognise how different musical elements are combined and used expressively.</p>
ART – Hot and Cold colours	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Explore ideas and collect information to begin to develop their work.</p> <p>Use visual and tactile qualities in materials and techniques, design and make images and artefacts for different purposes.</p>

		<ul style="list-style-type: none"> about great artists, architects and designers in history. 	<p>Comment on similarities and differences between their own and other's work.</p> <p>Adapt and improve their own and other's work.</p>
	RE – Jesus as an adult		<p>Explain how a believer's faith is important to him/her.</p> <p>Explain a range of meanings given by believers to religious stories, symbols and practices.</p> <p>Discuss situations where people have made decisions about how to live their life.</p> <p>Recognise the values that others hold and that these may be different from their own.</p> <p>Talk about the reasons why particular things are held to be right or wrong.</p>
	PSHE Citizenship	<p>Going for Goals</p> <p>999 calls and outside danger</p>	

TERM 4 Blowing Hot and Cold	SCIENCE – States of matter Solids, Liquids and Gases	<ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Collecting and Recording results.</p> <p>I can make accurate and relevant observations and measurements.</p> <p>I can use tables and bar charts to show other people's observations and measurement.</p>
	COMPUTING – Graphing	<ul style="list-style-type: none"> select, use and combine a variety of software (including 	<p>I can open my database program, retrieve some and create three types of graph</p>

		internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<p>I can label the axis of my graphs and give them titles.</p> <p>I can drop my graphs into a word processing document (if possible).</p> <p>I can type some text next to my graphs in the word processing document to explain them.</p> <p>I can save my work and close the program.</p>
	GEOGRAPHY -	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (Throughout the year) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Describe similarities and differences.</p> <p>Describe, compare and offer reasons for their views.</p> <p>To use appropriate geographical vocabulary in communicating findings.</p> <p>To use a wider range of field work techniques and instruments.</p> <p>To use atlases, globes, maps and plans at a range of scales.</p> <p>To use secondary sources of information to draw plans and maps.</p> <p>To use ICT to help in geographical investigations.</p> <p>To continue to develop decision making skills.</p>
	PE – Games	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	Show some control when using a range of basic running, jumping and throwing actions.
	Gymnastics	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and 	Perform a range of jumps showing contrasting

		<p>balance [for example, through athletics and gymnastics]</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>techniques and sometimes using a short run up.</p> <p>Throw with some accuracy and power into a target area.</p> <p>Work in cooperative groups to use different techniques, speeds and effort to meet challenges.</p> <p>Relate different athletic activities to changes in heart rate, breathing and temperature.</p> <p>Identify and describe different aspects of athletic styles and use to improve own performance.</p> <p>Perform a range of gymnastic actions with consistency and fluency.</p> <p>Work with a partner to show similar and contrasting actions on the floor and apparatus.</p> <p>Combine actions and show clarity of shape in longer sequences, alone or with a partner.</p> <p>Understand how strength and suppleness improve gymnastic performances.</p> <p>Identify good performance, based on a given criteria, and suggest ideas for practices that will improve their sequence.</p>
MUSIC – Recorders		<ul style="list-style-type: none"> As before 	As before
Brazilian / Spanish music		<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Recognise how different musical elements are combined and used expressively.
Charanga			
ART - Journeys		<ul style="list-style-type: none"> to create sketch books to record their observations and 	Explore ideas and collect information to begin to develop

		<p>use them to review and revisit ideas</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	<p>their work.</p> <p>Use visual and tactile qualities in materials and techniques, design and make images and artefacts for different purposes.</p> <p>Comment on similarities and differences between their own and other's work.</p> <p>Adapt and improve their own and other's work.</p>
	RE – Jesus as servant and King		Explain a range of meanings given by believers to religious stories, symbols and practices.
	PSHE Citizenship	Good to be me Healthy eating	

TERM 5 The Environment	SCIENCE – Habitats	<ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>I can suggest ways to improve my method.</p> <p>I can find simple patterns in my data.</p> <p>I can say what I found out and why it happened.</p>
	COMPUTING – Coding	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; 	<p>I can switch on the floor turtle and place it facing forwards in front of me.</p> <p>I can program the turtle to move forwards, backwards, turn right and left.</p> <p>I can program a series of commands so that the turtle goes to various people.</p> <p>I can use the commands "penup" and "pen down"</p>

		<p>work with variables and various forms of input and output</p> <ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>to draw some lines. I can enter commands to draw a square, a triangle or a rectangle.</p> <p>I can program the turtle to draw a square and a triangle. I can program the turtle to weave in and out of two objects placed on the floor. I can explain how the programmed commands control the turtle. I can create some procedures for the above sets of commands. I can enter instructions so the screen turtle draws a flower using a repeated shape and changing the angle of turn.</p>
PE – Athletics		<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Show some control when using a range of basic running, jumping and throwing actions.</p> <p>Perform a range of jumps showing contrasting techniques and sometimes using a short run up.</p> <p>Throw with some accuracy and power into a target area.</p> <p>Work in cooperative groups to use different techniques, speeds and effort to meet challenges.</p> <p>Relate different athletic activities to changes in heart rate, breathing and temperature.</p> <p>Identify and describe different aspects of athletic styles and use to improve own performance.</p>
Forest Schools			
MUSIC – Recorders Mini beast compositions Charanga		<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p>Explore and extend the ways sounds can be combined and used expressively.</p>

	Art – environmental art	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	<p>Explore ideas and collect information to begin to develop their work.</p> <p>Use visual and tactile qualities in materials and techniques, design and make images and artefacts for different purposes.</p> <p>Comment on similarities and differences between their own and other's work.</p> <p>Adapt and improve their own and other's work.</p>
	RE – Sikhism		<p>Explain the key beliefs, teachings, practices of Sikhism.</p> <p>Look for similarities and differences between religions and suggest questions they would like to answer.</p> <p>Explain how a believer's faith is important to him/her.</p> <p>Explain a range of meanings given by believers to religious stories, symbols and practices.</p> <p>Discuss situations where people have made decisions about how to live their life.</p> <p>Recognise the values that others hold and that these may be different from their own.</p> <p>Talk about the reasons why particular things are held to be right or wrong.</p>
	PSHE Citizenship	<p>Relationships</p> <p>Sun Safety</p> <p>Road safety</p>	

TERM 6 Invaders and Settlers	SCIENCE – Sound	<ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. 	<p>I can think of ways Science is used every day</p> <p>I can say how Science has changed our lives and how it might affect us in the future.</p> <p>I can give my opinion of Science</p>
	COMPUTING – Branching databases	<ul style="list-style-type: none"> • 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 	
	HISTORY – Romans	<ul style="list-style-type: none"> • the Roman Empire and its impact on Britain • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica 	<p>Place events, people and changes into correct periods of time.</p> <p>Develop their understanding that the past can be divided into different periods of time.</p> <p>Use dates and vocabulary relating to the passing of time.</p> <p>Identify and describe reasons for and results of historical events, situations and changes in the period of time studied.</p> <p>Begin to give reasons for and results of the main events and changes.</p>

		<p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Identify ways in which the past is represented and interpreted.</p> <p>Use sources of information including ICT to find out about events, people and changes.</p> <p>Ask and answer questions</p> <p>Communicate knowledge and understanding in a variety of ways.</p>
	<p>PE – OAA</p> <p>Swimming</p>	<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Use maps and diagrams to orientate themselves and to travel around a simple course.</p> <p>Use maps and diagrams to orientate themselves and to travel around a simple course.</p> <p>Prepare physically for activities and keeping safe.</p> <p>Prepare physically for activities and keeping safe.</p>
	<p>MUSIC – Recorders</p> <p>Environment Rap</p> <p>Charanga</p>	<ul style="list-style-type: none"> As before improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p>As before</p> <p>Explore and extend the ways sounds can be combined and used expressively.</p>
	<p>ART – Mosaics</p>	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	<p>Explore ideas and collect information to begin to develop their work.</p> <p>Use visual and tactile qualities in materials and techniques, design and make images and artefacts for different purposes.</p> <p>Comment on similarities and differences between their own and other's work.</p>

	<p>D & T – Roman Instruments</p>	<p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Adapt and improve their own and other's work.</p>
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	RE – Sikhism		<p>Explain the key beliefs, teachings, practices of Sikhism.</p> <p>Look for similarities and differences between religions and suggest questions they would like to answer.</p> <p>Explain how a believer's faith is important to him/her.</p> <p>Explain a range of meanings given by believers to religious stories, symbols and practices.</p> <p>Discuss situations where people have made decisions about how to live their life.</p> <p>Recognise the values that others hold and that these may be different from their own.</p> <p>Talk about the reasons why particular things are held to be right or wrong.</p>
	PSHE Citizenship	Changes Hygiene RSE	