



Curriculum Intent Statement:

Our school motto 'Learning to Live, Living to Learn' is very much at the core of our curriculum. We aim to provide a curriculum that equips pupils with life skills for the future at all levels.

Our curriculum is designed to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- allow the children to develop interpersonal skills
- build resilience and become creative, critical thinkers.
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. This involves developing learning attitudes and resilience – acquiring an understanding that we learn from occasional mistakes made. Teaching the skills of interacting with others, questioning, reasoning and explaining help to create a positive attitude to learning.

English

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing Genres	Recounts Instructions Poetry	Narrative story Letters Poetry	Advert Non-chronological reports Instructions	Recounts Narrative story Biography	Persuasive argument Speech Non-chronological reports	Newspaper report Narrative story Poetry
GPS Knowledge	Using Nouns for Clarity and cohesion Noun Phrases Fronted Adverbials Possessive Apostrophes Inverted Commas Prefixes and Suffixes Relative Clauses Relative Pronouns Modal Verbs Adverbials of Possibility Word classes Parenthesis: bracket, dashes, commas Expanded Noun Phrases Tenses					

	Reported and Direct Speech Sentence Structure Cohesion					
Maths						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Blocks	Place Value	Multiplication and Division A Fractions A	Multiplication and Division B	Decimals and Percentages	Shape	Decimals
	Addition and Subtraction		Fractions B	Perimeter and Area	Position and Direction	Negative Numbers
			Decimals and Percentages	Statistics	Decimals	Converting Units
						Volume

Science						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Earth And Space I know how to describe the movement of the Earth, and other planets, relative to the Sun in the solar system I know how to describe the movement of the Moon relative to the Earth I know how to describe the Sun, Earth and Moon as approximately spherical bodies I know how to use the idea of the Earth's rotation to explain	Animals Including Humans I know how to describe the changes as humans develop to old age Vocab Humans and animals: Growth, Puberty, gestation period	Forces I know how to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I know how to identify the effects of air resistance, water resistance and friction, that act between moving surfaces I know how to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force	Forces I know how to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I know how to identify the effects of air resistance, water resistance and friction, that act between moving surfaces I know how to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	Properties and change of materials I know how to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets I know how to recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I know how to use knowledge of solids, liquids and gases to	All Living Things I know how to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I know how to describe the life process of reproduction in some plants and animals Vocabulary Living Things and their habitat: Reproduction, Pollination Stigma Ovary Anther Stamen carpel Mammal, Amphibian Insect Bird

	<p>day and night and the apparent movement of the sun across the sky</p> <p>I know that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).</p> <p>Earth and space vocabulary: Day and night - Earth, axis, rotate Solar system – Star, Sun, Planets, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune (Pluto was classified as Dwarf planet in 2006) Phases of the Moon - full moon, gibbous moon, half moon, crescent moon, new moon, waxing ,waning Moon's orbit: 29.5 days, lunar month Orbit, planets, revolve, sphere</p>		<p>to have a greater effect</p> <p>I know how to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>I know how to describe the life process of reproduction in some plants and animals Forces vocabulary: gravity, friction, air resistance, upthrust, weight Measuring forces: Newton meter, Newtons (N) Particles Surface area Push, pull Balance Mass – grams and kilograms Mechanical devices – gears, levers, pulleys, springs</p>	<p>I know how to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>I know how to describe the life process of reproduction in some plants and animals Forces vocabulary: gravity, friction, air resistance, upthrust, weight Measuring forces: Newton meter, Newtons (N) Particles Surface area Push, pull Balance Mass – grams and kilograms Mechanical devices – gears, levers, pulleys, springs</p>	<p>decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>I know how to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>I know how to demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>I know how to explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>Resources: Bicarbonate of soda, white vinegar, candles, triangular burning frames, salt, sugar, ice, chocolate, jelly, balloons, indigestion tablets. Vocabulary: Hardness, solubility,</p>	
--	---	--	--	--	--	--

					transparency, conductivity, electrical, thermal, magnetic, filtering, sieving, evaporation, fair test, dissolving, mixing, reversible change, bicarbonate of soda.	
--	--	--	--	--	--	--

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing	<p>I know how to confidently write complex algorithms to achieve specific goals in a variety of ways. PC1 PATTERNS*: To continue to design, write and debug (correct errors) more complex algorithms that accomplish specific goals.</p> <p>I know how multiple variables will affect my block code. PC2: To be able to work with an increasing number of variables and forms of input and output.</p> <p>I know how to incorporate inputs and outputs within my algorithm independently. PC3 DECOMPOSTION*: To continue to sequence algorithms and selection in programs in order to control a physical system.</p>	<p>I know that specific programs will perform specific tasks better than others. UT1: To compare programs of a similar nature and evaluate which is most effective at performing specific tasks. E.g. Google slides, Google docs, Microsoft Publisher – which is best?</p> <p>I know how to produce a piece of work on different programs and use advanced features to edit my work. UT2: To continue to produce work using a computer, using more advanced features of programs and tools e.g. I can use margin tools and text box links on Microsoft Publisher, bullet points, columns etc. on Google Docs.</p> <p>OS4: To understand which kinds of behaviours constitute</p>	<p>I know how to confidently write complex algorithms to achieve specific goals in a variety of ways. PC1 PATTERNS*: To continue to design, write and debug (correct errors) more complex algorithms that accomplish specific goals.</p> <p>I know how multiple variables will affect my block code. PC2: To be able to work with an increasing number of variables and forms of input and output.</p> <p>I know how to incorporate inputs and outputs within my algorithm independently. PC3 DECOMPOSTION*: To continue to sequence algorithms and selection in programs in order to control a physical system.</p>	<p>I can highlight data in a spreadsheet and select a formulae to interpret the data. UT4 DATA REPRESENTATION*: To use technology, including spreadsheets, to create graphs and present data in different ways using basic formulae (Sum). Use data collected in research UI1/2/3. Google sheets on iPads or Microsoft Excel on laptops.</p> <p>I know how to edit and manipulate an image. UT5: To independently manipulate an image using a complex digital device. Use 'Gimp' on the laptop to manipulate images in a range of ways. Link to UI4/5/6 work by sending the image as an attachment. I know that not all websites will give me relevant or true information. UI1: To be able to skim read for relevant information and identify the impact of incorrect information or</p>	<p>I know how to confidently write complex algorithms to achieve specific goals in a variety of ways. PC1 PATTERNS*: To continue to design, write and debug (correct errors) more complex algorithms that accomplish specific goals.</p> <p>I know how multiple variables will affect my block code. PC2: To be able to work with an increasing number of variables and forms of input and output.</p> <p>I know how to incorporate inputs and outputs within my algorithm independently. PC3 DECOMPOSTION*: To continue to sequence algorithms and selection in programs in order to control a physical system. PC123C: On the laptops, use above knowledge to program</p>	<p>I know how to create a presentation that include transitions, timings, audio and hyperlinks. UT3: To begin to create documents and presentations using advanced features such as adding / creating audio, hyperlinks, video timings. Microsoft PowerPoint</p> <p>UT6: To understand how a network works with multiple devices accessing the same network. I can save and access work on multiple devices within a secure network. OS3: To further understand the digital consent age of 13 is related to sponsored advertising ad what this entails (explain sponsored advertising and how sponsors use the information) and not just the content of the app itself and the use of photos on social media.</p>

	<p>The above objectives will be covered by complete the following compulsory projects:</p> <p>1) PC123A: Use Scratch to recap learning from previous year. (Use speech, sensor blocks, repeat/if/when blocks). Scratch V2 Lessons 1, 2, 3, 4, 7</p>	<p>cyberbullying and know how to prevent or respond to it e.g. tested adult or report/block features on websites.</p>	<p>2) The above objectives will be covered by complete the following compulsory projects:</p> <p>PC123B: Use knowledge of Scratch to use MBlockly on the iPads to control Mbots to follow a specific set of instructions. Move to using the laptop software for controlling Mbots using the same skills.</p>	<p>data which may contain irrelevant, bias or implausible data. Use this data to create spreadsheets etc UT4.</p> <p>UI2: To understand the issues surrounding copyright.</p> <p>I know how to compose an appropriately worded email. UI3: To share and exchange ideas using electronic communication. Purple Mash 2Email, sharing research with a member of the class.</p> <p>UI4: To understand the safety issues surrounding sending and receiving emails. Purple Mash 2Email. Discuss report to teacher button.</p> <p>I know how to upload an attachment to an email. UI5: To attach documents to an email. Purple Mash 2Email. Use this as part of photo editing work – attach the photo to the email and send.</p> <p>OS1: To have an understanding that information published online is public and permanent and be aware that privacy settings can be changed on websites or apps.</p>	<p>Picoh Robots to follow a specific set of instructions.</p>	
--	---	---	--	---	---	--

				<p>OS2: To recognise warning signals to identify that someone may not be who they say they are online. E.g. asking for personal information, photos, school, address, phone number.</p> <p>OS5: To demonstrate an age-related understanding of Online safety when communicating online. Ensure that this is appropriate to your class e.g. what videos and photos it is appropriate to upload to social media and only if an adult has given you permission.</p>		
--	--	--	--	--	--	--

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History	<p>The Roman Empire Substantive Knowledge Know that the Roman Empire began in 753 BC and ended in 476 AD.</p> <p>Know the story of the founding of Rome (Romulus and Remus).</p> <p>Know the Romans had the most powerful army in the world at the time</p> <p>Know that the army only allowed men to fight and was organised into legionaries and auxiliaries</p> <p>Know that the army used shot bows, arrows, flung stones and sling shots.</p> <p>Know that a centurion was in charge of his century</p> <p>Know that the Roman Empire was the most powerful in the world at the time.</p>				<p>The Anglo-Saxons and Vikings Substantive knowledge To know the Romans withdrew from Britain in AD410 and the fall of the western roman empire.</p> <p>The Anglo-Saxon period began in AD410.</p> <p>To know that the Anglo-Saxon period ended in 1066 and used to be known as the dark ages (now referred to as the early Middle Ages).</p> <p>Know they travelled from Scandinavia and Germany.</p> <p>Know they were a mix of tribes and that the three biggest tribes were the Angles, the Saxons and the Jutes.</p> <p>Know the Anglo-Saxons settled in the eastern parts of Britain, in what is today Kent (including Tonbridge), Sussex, Essex, and East Anglia.</p> <p>Know they came to Britain to fight, to farm, to make new homes and that they were invited by the Romans to help</p>	

	<p>Know that early Rome was ruled by Kings.</p> <p>Know that later in Roman times they voted as part of a republic.</p> <p>Know that Julius Caesar wanted to become an emperor and Rome was later ruled by emperors.</p> <p>Know that the Roman Empire expanded across three continents.</p> <p>Know that Julius Caesar tried to invade Britain twice in 54-55BC but failed to create a stronghold.</p> <p>Know that the Roman invasion of Britain started in earnest in AD43.</p> <p>Know that Boudicca led the resistance to the Roman invasion of Britain.</p> <p>Understand that the Romans were significantly outnumbered but were victorious due to their superior weaponry and better training.</p> <p>Know that the Roman invasion ended the Iron Age in Britain.</p> <p>Know that Romans invented many things that are still seen in the modern world.</p> <p>Know that historians gather information and make assumptions based on primary sources of evidence.</p> <p>Know that Romans lived in wooden houses in Britain.</p> <p>Know that some Romans had underfloor heating systems.</p> <p>Know that towns were supplied with water from aqueducts.</p>			<p>defend against the Picts and the Scots who were attacking Britain from the north.</p> <p>Know that Anglo-Saxon Britain wasn't ruled by just one person and that there were 5 most important kingdoms: Kent, Wessex, east Anglia, Northumbria and Mercia.</p> <p>Know that Kings passed their power onto their children.</p> <p>Know that a strong and successful leader became 'cyning' (the Anglo-Saxon word for King)</p> <p>To know who the first king of England was: Athelstan in 924AD.</p> <p>Know that the Anglo-Saxons came to Britain as Pagans who worshiped lots of different gods.</p> <p>Know that overtime many Anglo-Saxons converted to Christianity.</p> <p>Know that the Anglo-Saxons believed in the after-life.</p> <p>Know what the artefacts found at Sutton Hoo tell us about Anglo-Saxon beliefs.</p> <p>Know that the Viking age was from AD700 to 1100.</p> <p>Know that the Vikings came from Scandinavia and with them they brought some Scandinavia influences, such as: language, laws and ruling systems.</p> <p>Know that some Vikings came to raid, some to settle as farmers and craftsmen and some came to trade.</p> <p>Know that by AD878 nearly all Anglo-Saxon kingdoms had fallen to the Vikings, except for Wessex which was ruled by Alfred the Great.</p> <p>Know that the Vikings believed in a range of Gods and mystical creatures.</p>
--	---	--	--	---

	<p>Know Romans had public latrines and cleaned themselves with sponges on sticks.</p> <p>Know towns had underground drains to take away dirty water and sewage.</p> <p>Know that the remains of a Roman villa are in the locality of Hildenborough.</p> <p>Know that Romans invented many things that moved Britain on from the Iron Age.</p>			<p>Know that the Vikings believed that they would go to the afterlife and live with Odin in Valhalla, if they died a valiant death in battle.</p> <p>Know that they could also travel to Folkvangr to live with the Goddess Freya.</p> <p>Know that they could end up in an underground Kingdom called 'Hell'. However, this was not like the modern depiction of hell.</p> <p>Know that the Vikings were prepared for the afterlife and buried with swords, axes, clothes, gold and jewellery. To understand about Viking: Raiding, Settling, Culture, Crafts, Battle Drill, Gods, Myths & Storytelling.</p> <p>Know the types of architecture used by Anglo-Saxons and Vikings</p> <p>Know the difference between Anglo-Saxon and Viking beliefs</p> <p>Know the differences between Anglo-Saxon and Viking culture - art, way of life</p> <p>Know that the Vikings travelled to Britain, France, Spain, Italy and North Africa. Some travelled to modern day Canada.</p> <p>Know that the Viking travelled in longship and that these had 16 oars on each side and carried 32 oarsmen.</p> <p>Know that the Vikings used the stars to determine the direction of travel.</p> <p>Know that modern explorers have powered boats, navigation, heating and the ability to cook food.</p> <p>Know that Vikings traded in various places where they settled and travelled to.</p> <p>Know that the Vikings sold: honey, tea, wheat, wood, wool, iron, fur, leather, fish, walrus ivory</p>
--	---	--	--	---

				<p>Know that the Vikings bought silver, silk, spices, wine, jewelery, glass and pottery</p> <p>Know that the Vikings bought and sold slaves.</p> <p>Know that Vikings traded from various resources such as, burials and Viking hoards.</p> <p>Know that Vikings built different boats and ferries, but the longship was a famous one.</p> <p>Know that the Viking travelled in longship and that these had 16 oars on each side and carried 32 oarsmen.</p> <p>Know that they were a long, narrow shape and draughts.</p> <p>Understand that the prow was decorated with a carving of an animal head, dragon or snake to protect from sea monsters.</p> <p>Know that they were nailed together from oak timber.</p> <p>Understand that they were powered by oars or the wind.</p>
	<p>Roman Empire: End Point</p> <p>Substantive knowledge</p> <p>Understand how elements of the Roman Empire are still in our locality.</p> <p>Know that Roman innovations still influence the modern world.</p> <p>Know that the Romans ended the Iron Age in Britain.</p>			<p>The Anglo-Saxons and Vikings: End Point</p> <p>Substantive knowledge</p> <p>To understand where the Anglo-Saxons and Vikings fit into the timeline of British history.</p> <p>To understand Normans ended the Anglo-Saxon and Viking period.</p> <p>To understand the impact of Anglo-Saxons and Vikings on British life.</p>
	<p>The Roman Empire</p> <p>Disciplinary knowledge</p> <p>Know how civilisations overlap each other and the chronological order they begin and end.</p>			<p>The Anglo-Saxons and Vikings</p> <p>Disciplinary knowledge</p> <p>Develop chronologically secure knowledge of British history.</p>

	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Develop use of historically accurate terms.</p> <p>Contrast how the leadership of Rome changed over time.</p> <p>Devise historically valid questions about cause, similarity and difference, and significance.</p> <p>Devise historically valid questions about cause.</p> <p>Devise historically valid questions about artefacts.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Note connections, contrasts and trends over time.</p>			<p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>To make connections, contrasts, and trends over time.</p> <p>Devise historically valid questions about similarity and difference.</p>
	<p>Roman Empire: End Point</p> <p>Disciplinary knowledge</p> <p>Know how to make connections, contrasts and find trends over time.</p>			<p>The Anglo-Saxons and Vikings: End point</p> <p>Disciplinary knowledge</p> <p>Develop chronologically secure knowledge of British history.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>To make connections, contrasts, and trends over time.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography		<p>Grand Canyon</p> <ul style="list-style-type: none"> I know that: The Grand Canyon is located in the USA, North America. 		<p>Extreme Earth</p> <ul style="list-style-type: none"> I know where some places of extreme temperature are located. 		<p>Water World</p> <ul style="list-style-type: none"> I can compare and contrast water

		<ul style="list-style-type: none"> • The USA is made up of 50 states. • The Grand Canyon is in the state of Arizona. • I know what lines of longitude and latitude are. • I can compare and contrast an area of the UK with the Grand Canyon. • I know what the Colorado Plateau is and I can describe some of its features. • I know that the Grand Canyon was formed by the movement of tectonic plates, as well as erosion by river, ice and rain. • I can use appropriate geographical vocabulary to describe how the Grand Canyon was formed. • I know that the environment is very different at the top of the Grand Canyon to the bottom. • I can use a map of the USA to identify where Arizona is. • I can describe what a biome is and I can use data to explore the differences in biomes at the rim and the canyon of the Grand Canyon. • I can describe what a desert scrub biome is and explore some of its features. • I can name some of the animals and plants that live in the desert scrub biome of the Grand Canyon. • I can identify the pros and cons of tourism at the Grand Canyon. • I know that native American tribes have lived around the Grand Canyon for hundreds of years. • I can describe some of the features of the way of life of the traditional Havasupai tribe. • I can describe how the Havasupai tribe earn a living from their reservation using tourism from the Grand Canyon. • I know that a National Park is an area that is looked after by the American government. • I can explain why it is important to look after and protect the Grand Canyon 	<ul style="list-style-type: none"> • I know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. • I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. • I can explain what a drought is and some of the causes and effects. • I can explain why some areas get more rain than others in relation to the water cycle. • I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. • I can describe the effects of extreme weather phenomena on the environment and people affected. • I can use plate tectonics to describe what earthquakes are and why they happen. • I know what the Richter scale is. • I can describe the effects of earthquakes on the environment and people affected. • I know that tsunamis occur when there are earthquakes on the ocean floor. • I can describe what happens when a volcano erupts. 	<ul style="list-style-type: none"> • availability and usage in the UK and Kenya. • I can name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords. I know that some of the Earth's bodies of water have salt water and some have fresh water. • I can understand and explain the water cycle using appropriate vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation. • I can explain why the water cycle is important for our planet. • I can draw and label a diagram of the water cycle. • I can describe some of the ways in which people need water every day to live. • I know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day.
--	--	---	---	--

				<ul style="list-style-type: none"> • I can describe the six steps in the water treatment process. • I know what the term 'water conservation' means and why this is important. • I know that Kenya is a water-scarce country. • I can explain what hydropower is and how it can be used to contribute to a sustainable future. I can identify the positive and negative aspects of using hydropower. • I can carry out my own research into a particular hydroelectric dam around the world. • I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water. • I can identify local bodies of water on a map. • I can use fieldwork to observe, measure, record and present information about a local body of water.
--	--	--	--	--

--	--	--	--	--

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	<p>Drawing and Sketchbooks Drawing Collage, Sketchbooks Pupils will become familiar with the term 'typography'. They will be introduced to designers who work with type to communicate thoughts and ideas visually. Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters. They will work in their sketchbooks to consider what they like and what they might develop further. Pupils will create their own letters of a typeface using their intuition. Working in large scale they will explore as many variations of letters as they can think of, developing them into a whole word or a phrase.</p>	<p>Print, Collage and Colour Printmaking Drawing, Painting, Collage, Sketchbooks Pupils will become familiar with the term 'monotype'. They will explore the work of Kevork Mourad to find out about the concepts and processes that he uses. Pupils will respond by making visual notes to collect information in their sketchbook. Pupils will be reminded of the vast array of marks available to them through looking at others artist's work. They will work in sketchbooks to create a lexicon of marks made by varying the tool, hold, pressure, speed, and intention of the way the mark is made. Pupils will explore how they can use</p>	<p>Working in 3 Dimensions Making, Drawing Sketchbooks Pupils will be introduced to the role of a set designer working in theatre / animation. They will respond to the work of a designer through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of sculptures and the things that they see, including thoughts and feelings Pupils will draw, build, and paint. By the end of the 4 weeks, they will have built dramatic set in response to text. They will use sketchbooks throughout to come up with ideas, note thoughts, test materials, and reflect. Pupils will use charcoal to create</p>	<p>Paint, Texture, Colour Painting, Drawing Sketchbooks Pupils will be introduced to two different artists who are inspired by the land and city where they live. Pupils will see how artists involve different materials and media. Pupil will respond to the work of artist through class discussion and in their sketchbooks. They will compare the artists and identify things which might be of interest to them in their own work. Pupils will extend bought or made sketchbooks by adding concertina pages. They will add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used next week. They make some pages long and thin and others fat and wide. Pupils will be introduced to a plein air painter. They will respond to the</p>	<p>Working in 3 Dimensions Drawing Sketchbooks Making Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes. Pupils will be introduced to the question: "As architects, should we aspire to fill the world full of amazing, beautiful buildings, or do we serve ourselves and the planet better by designing small, modest, cleverly designed eco homes. Or can we do both?" Pupils will use sketchbooks to think about structures and materials found in both</p>	<p>Collaboration and Community Painting, Collage, Sketchbooks Pupils will explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks. Pupils will work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief. Pupils will make bring their 2d designs to 3d. They will paint paper with patterns and texture to make the base of their clothes. Pupils will consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach the cut out pieces together.</p>

	<p>Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills. Pupils will be introduced to artists who create maps. They will discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination. They will respond to the work in class discussion and in their sketchbooks. Pupils will develop ideas from the typography activity in week 2, to build visual text for map making. Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p>	<p>monotype to create their own personal zines. They will respond to poetry by considering colour, line, shape, and words. They will use these components to capture the mood of the poem. Pupils will work in sketchbooks to generate ideas, explore, develop, and reflect. They will use the mark making skills from week 2 to create exciting monotypes, combining process, paintings, and collage. Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p> <p>Kevork Mourad</p>	<p>expressive energetic drawings. They will consider the elements they might use within set design: the backdrop, the flats, the props and how the materials they used, and the way they used them, all help work together to build a sense of place. Pupils will be introduced to two set designers who make sets for animations. They will use their sketchbooks to become familiar with their chosen creative stimulus, to generate ideas and plan, consider structure and placement, and think about colour and texture before building their set. Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work</p>	<p>work of the artist through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of the things that they see and note down their thoughts and feelings. Pupils will work in their sketchbooks outside with the emphasis being on exploration and experimentation. They will discover how they can use different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges. Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipads.</p> <p>Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</p>	<p>amazing houses and tiny homes, and they will begin to pick out bits of the architecture that appeals to them. Pupils will work on large scale to revisit drawings made in previous sessions to collect ideas that they might like to include in their own building structures. They will be introduced to artist 'The Shoreditch Sketcher'. Pupils will consider whether they want their building to be big or small. Using foamboard, children will build a model of their house using the 'Design Through Making approach', taking inspiration from drawings in previous weeks but making decisions largely based on the material and what they find it can do. Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p>	<p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipads.</p> <p>Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</p>
--	--	--	---	---	--	---

	Louise Fili, Grayson Perry, Paula Scher		using cameras or Ipads. Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson		Pupils will work in pairs or teams to document their work using cameras or Ipads. Shoreditch Sketcher, Various Architects	
--	---	--	--	--	--	--

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
D&T		Fashion and Textiles I can explain the process of turning raw cotton into cloth. I know that products that are woven together are called textiles. I know that different textiles have different properties, and can match these to their purpose. I can identify straight stitch, zigzag stitch, whip/blanket stitch, blind stitch, buttonhole stitch and overlock stitch on a variety of ready-made garments. I can describe what the job of a fashion designer entails. I can sew a basting stitch. I can sew a whip stitch. I can sew a hem.		Chinese Inventions I can explain how the invention of paper helped shape the world. I can explain the traditional method for making paper. I can test a variety of types of paper for strength, absorbency, opacity, etc. I can make recycled paper. I know how gunpowder was invented. I can explain how the invention of gunpowder helped shape the world. I can explain how the invention of the compass changed the world. I can make a hanging/floating compass. I can design and label my own compass. I can explain what water-powered		Building Bridges I know what beams and pillars are and how they are used in bridge construction. I can predict which beams will be strongest from their cross-section. I can test the strength of different beam shapes using paper and card. I can explain what a truss is and how trusses make bridges stronger. I can identify the three types of trusses commonly used in bridge design. I can build a truss bridge spanning a width of 40cm using paper straws. I can use a fair test to evaluate the strength of my truss bridge.

		<p>I can sew back stitch. I can sew an appliqué decoration. I can use back stitch to embroider. I know what a pattern piece is and why they are important when designing a garment. I can design a drawstring bag, including the necessary pattern pieces. I can use pattern pieces to measure, mark, cut and sew fabric. I can sew design elements according to design criteria. I can join two pieces of fabric by hand sewing, using an appropriate stitch. I can evaluate my finished product against a set of design criteria.</p>		<p>machines are and how they helped change the world. I can explain why kites were first invented and how they were made. I can make a variety of kite prototypes and test their effectiveness. I can design, make and evaluate a kite according to specific design criteria.</p>		<p>I can explain how arches work to make bridges stronger. I can test the arch heights to see which can bear the most load. I can make an arch frame. I can explain how suspension bridges use tension forces to work. I can design, make and evaluate a prototype suspension bridge using a scale of 1:100 according to specific design criteria.</p>
--	--	---	--	---	--	--

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p>Stories of Christianity</p> <p>To explore the themes of the Bible and identify familiar stories. To explore the story of Ruth and Naomi.</p>	<p>Where did the Bible come from?</p> <p>To ask and respond to questions about the Bible. To learn about the history of the Bible and some of its</p>	<p>Beliefs in our Community</p> <p>To find out about the different beliefs of religious and non-religious communities in our local area.</p>	<p>Buddhist worship and beliefs</p> <p>To find out who Buddha was and why he is important to Buddhists today.</p>	<p>Stories of Hinduism</p>	<p>Why is Muhammed important to Muslims?</p> <p>To find out who Muhammad was and why he is an important figure in Islam.</p>

	<p>To explore the story of Daniel and relate this to religious persecution today.</p> <p>To explore the parables of Jesus.</p> <p>To find out about Christian baptism through the story of John the Baptist.</p> <p>To find out about Paul and the early church.</p>	<p>features.</p> <p>To investigate the contents of the Bible.</p> <p>To learn about different translations of the Bible and what it means for Christians today.</p> <p>To understand the difference between literal and symbolic truth and to reflect on personal emotions.</p>	<p>To consider the ways in which belonging to a religious community can help people.</p> <p>To find out about the impact faith and beliefs have had on the lives of inspirational figures.</p> <p>To consider the difficulties for people of different religious beliefs living in non-religious communities.</p> <p>To think about what makes it difficult to live life according to our own beliefs.</p>	<p>To find out about some of the core beliefs and teachings of Buddhism.</p> <p>To learn about the Four Noble Truths and the Eightfold Path.</p> <p>To find out about the Buddhist beliefs of karma and reincarnation.</p> <p>To find out where Buddhists worship and the role of symbols within worship.</p> <p>To investigate the ways in which Buddhists worship</p>		<p>To learn about the life of Muhammad and his impact on history.</p> <p>To understand the importance of the Qur'an to Muslims.</p> <p>To understand the importance of Muhammad to Muslims' daily lives.</p> <p>To relate our experience of role-models and influences on our lives with those of Muslims.</p>
--	--	---	--	---	--	--

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE	<p>Me and My Relationships</p> <p>To learn characteristics and skills in assertiveness.</p> <p>I can be assertive to keep myself happy, healthy and safe.</p> <p>To apply their collaborative skills to friendships and assertiveness.</p> <p>I can use strategies to resolve arguments or disagreements.</p>	<p>Valuing Difference</p> <p>To describe the benefits of living in a diverse society.</p> <p>I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>	<p>Keeping Myself Safe</p> <p>To reflect on risk and the different factors and outcomes that might influence a decision.</p> <p>I can suggest what someone should do when faced with a risky situation.</p> <p>To reflect on the consequences of not keeping personal information private and the risks of social media.</p>	<p>Rights and Responsibilities</p> <p>To identify, write and discuss issues currently in the media concerning health and wellbeing.</p> <p>I can develop ideas and opinions based on a current issue. I can present these with a group.</p> <p>To define the terms 'responsibility', 'rights' and 'duties' and consider what they</p>	<p>Being my best</p> <p>To describe the four main internal systems of the human body.</p> <p>I can explain how one organ functions and how it contributes to the health of my body.</p> <p>To understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>I can explain how choices relating to</p>	<p>Growing and Changing</p> <p>To describe the intensity of different feelings and strategies to build resilience.</p> <p>I can begin to manage challenging emotions by building my resilience.</p> <p>To understand the different types of feelings and emotions associated with puberty.</p> <p>I can describe the emotions and feelings</p>

	<p>To learn ways to resolve conflict in an assertive, calm and fair manner. I can reflect on my behaviour, attitudes and qualities.</p> <p>To identify what things make a relationship unhealthy and who to talk to if they needed help. I am aware of the warning signs that a relationship could be unhealthy or unsafe.</p> <p>To recognise emotional needs according to circumstance and any risk factors that could effect them. I can manage my emotional needs and any risks to them. I can respond to emotions according to the situation and person.</p>	<p>To develop an understanding of discrimination and its injustice, and describe this using examples. I can empathise with people who have been, and currently are, subjected to injustice, including through racism.</p> <p>To understand that the information we see online, either text or images, is not always true or accurate. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p>To reflect on the impact social media puts pressure on peoples' life choices. I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to</p>	<p>I can protect my personal information online. I can recognise disrespectful behaviour online.</p> <p>To explore categorisation of drugs, the risks associated with medicines. I can identify the risks in a specific situation (including emotional risks).</p> <p>To learn some key facts and information about drugs and medicines. I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke.</p> <p>To recognise the features of face to face and online bullying and the strategies that deal with it. I can support someone who is being bullied.</p>	<p>mean to me and my community. I can identify how the responsibilities of others impact me and my community.</p> <p>I can give examples of barriers that can stop others following their responsibilities.</p> <p>To identify the responsibilities to my home, community and environment I might have in the future. I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me</p> <p>To consider what advice to give relating to saving and borrowing money. I can suggest ways to spend and save money responsibly.</p> <p>To define financial terms and explain how others have financial responsibility for the community. I can explain some things about finance and money. I can name a</p>	<p>smoking and drinking can effect a persons health.</p> <p>To identify the skills and qualities that make us successful and achieve our best. I can think of ways to improve a skill and the strategies that will help me do this.</p> <p>To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p>To consider the different responsibilities that they and others have for their health and wellbeing. I can give examples of how I am independent and manage my own success</p>	<p>people have during puperty and some respectful strategies to deal with conflict.</p> <p>To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality. I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.</p> <p>To identify the different types of products someone might use during puberty or menstruation. I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need. To explain how people might feel at times of change and loss. To consider strategies when coping with this. I can give examples of feelings and emotions people have at times of change.</p>
--	---	--	---	--	---	---

		live up to their image, taking risks etc.) To consider the consequences that behaviour and actions can have on a persons emotions, confidence and behaviour. I can reflect on how individual/group actions can impact on others in a positive or negative way.		person who deals with money in my community.		
--	--	--	--	--	--	--

	Term 1	Term 2	Term 3	Term 4		Term 5	Term 6
PE	Inclusive Sport	Gymnastics	Dance	Athletics	Badminton		Rounders
	Broader experiences of specialist sport eg Boccia, seated volleyball, tri-golf etc	Strength, conditioning and refinement of skills. Hockey Transferrable invasion game skills applied in different ways. Pass, Control, Dribble.	Link with class term topic, group timing and freeze frames. OAA Inc orienteering, problem solving, team building and collaboration.	Competence / Confidence in track and field. Sports Day Games Specific sports day event practise.	Develop wider range of shots. Use tactics and play with a partner in doubles. Handball Follow rules, team tactics and effective teamwork		Competitions, effective decision making and peer assessments. Cricket Skill acquisition of striking, bowling, fielding and scoring.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
French	Phonetics 1 to 3 Listen more attentively and for longer. Understand more of that we hear even when some of the language may be unfamiliar by	The Seasons Listen more attentively and for longer. Understand more of that we hear even when some of the language may be unfamiliar by	The Classroom Listen more attentively and for longer. Understand more of that we hear even when some of the language may be unfamiliar by	The Classroom Listen more attentively and for longer. Understand more of that we hear even when some of the language may be unfamiliar by	My House Listen more attentively and for longer. Understand more of that we hear even when some of the language may be unfamiliar by	My House Listen more attentively and for longer. Understand more of that we hear even when some of the language may be unfamiliar by

<p>using the decoding skills we have developed. Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Revision of gender and nouns and learn to use and recognise the terminology of articles</p>	<p>using the decoding skills we have developed. Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Revision of gender and nouns and learn to use and recognise the terminology of articles</p>	<p>using the decoding skills we have developed. Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Revision of gender and nouns and learn to use and recognise the terminology of articles</p>	<p>using the decoding skills we have developed. Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Revision of gender and nouns and learn to use and recognise the terminology of articles</p>	<p>using the decoding skills we have developed. Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Revision of gender and nouns and learn to use and recognise the terminology of articles</p>	<p>using the decoding skills we have developed. Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Revision of gender and nouns and learn to use and recognise the terminology of articles</p>	<p>using the decoding skills we have developed. Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Revision of gender and nouns and learn to use and recognise the terminology of articles</p>
---	---	---	---	---	---	---

	(EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	(EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	(EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	(EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	(EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	(EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.
--	---	---	---	---	---	---

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music	Getting Started with Music Tech Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. When singing, observe phrasing, accurate pitching, dynamics, articulation and appropriate style. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Sing a second or harmony part in a song. Self-correct if lost or out of time.	Emotions and Musical Styles Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. When singing, observe phrasing, accurate pitching, dynamics, articulation and appropriate style. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Sing a second or harmony part in a song. Self-correct if lost or out of time.	Exploring Key Time and Signatures Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. When singing, observe phrasing, accurate pitching, dynamics, articulation and appropriate style. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Sing a second or harmony part in a song.	Introducing Chords Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. When singing, observe phrasing, accurate pitching, dynamics, articulation and appropriate style. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Sing a second or harmony part in a song. Self-correct if lost or out of time. Respond to a leader or conductor.	Words, meaning and Expression Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. When singing, observe phrasing, accurate pitching, dynamics, articulation and appropriate style. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Sing a second or harmony part in a song. Self-correct if lost or out of time. Respond to a leader or conductor.	Identifying Important Musical Elements Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. When singing, observe phrasing, accurate pitching, dynamics, articulation and appropriate style. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Sing a second or harmony part in a song. Self-correct if lost or out of time. Respond to a leader or conductor.

	<p>Respond to a leader or conductor.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities</p> <p>Talk about feelings created by the song and justify a personal opinion with reference to musical concepts.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song.</p> <p>Identify instruments by ear.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation and AB.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recognise the sound and notes of the pentatonic and blues</p>	<p>Respond to a leader or conductor.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities</p> <p>Talk about feelings created by the song and justify a personal opinion with reference to musical concepts.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song.</p> <p>Identify instruments by ear.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation and AB.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recognise the sound and notes of the pentatonic and blues</p>	<p>Self-correct if lost or out of time.</p> <p>Respond to a leader or conductor.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities</p> <p>Talk about feelings created by the song and justify a personal opinion with reference to musical concepts.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song.</p> <p>Identify instruments by ear.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation and AB.</p> <p>Explain a bridge passage and its position in a song.</p>	<p>Talk about the different styles of singing used for different styles of song.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities</p> <p>Talk about feelings created by the song and justify a personal opinion with reference to musical concepts.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song.</p> <p>Identify instruments by ear.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation and AB.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recognise the sound and notes of the pentatonic and blues scales by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical</p>	<p>Talk about the different styles of singing used for different styles of song.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities</p> <p>Talk about feelings created by the song and justify a personal opinion with reference to musical concepts.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song.</p> <p>Identify instruments by ear.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation and AB.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recognise the sound and notes of the pentatonic and blues scales by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p>	<p>Talk about the different styles of singing used for different styles of song.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities</p> <p>Talk about feelings created by the song and justify a personal opinion with reference to musical concepts.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song.</p> <p>Identify instruments by ear.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation and AB.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recognise the sound and notes of the pentatonic and blues scales by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p>
--	---	---	--	---	---	---

	<p>scales by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk, Rap and Musicals</p> <p>Improvise</p> <p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Explore improvisation within a major scale using the notes:</p> <p>C D E\flat F G C D E F G C D E G A F G A B\flat C D E F G A</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics,</p>	<p>scales by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk, Rap and Musicals</p> <p>Improvise</p> <p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Explore improvisation within a major scale using the notes:</p> <p>C D E\flat F G C D E F G C D E G A F G A B\flat C D E F G A</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics,</p>	<p>Recognise the sound and notes of the pentatonic and blues scales by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk, Rap and Musicals</p> <p>Improvise</p> <p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Explore improvisation within a major scale using the notes:</p> <p>C D E\flat F G C D E F G C D E G A F G A B\flat C D E F G A</p> <p>Improvise over a simple groove, responding to the beat, creating a</p>	<p>introduction is and its purpose.</p> <p>Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk, Rap and Musicals</p> <p>Improvise</p> <p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Explore improvisation within a major scale using the notes:</p> <p>C D E\flat F G C D E F G C D E G A F G A B\flat C D E F G A</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Compose</p> <p>Compose melodies made from pairs of phrases in either C major or A minor or a</p>	<p>Know and understand what a musical introduction is and its purpose.</p> <p>Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk, Rap and Musicals</p> <p>Improvise</p> <p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Explore improvisation within a major scale using the notes:</p> <p>C D E\flat F G C D E F G C D E G A F G A B\flat C D E F G A</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Compose</p>	<p>Know and understand what a musical introduction is and its purpose.</p> <p>Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk, Rap and Musicals</p> <p>Improvise</p> <p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Explore improvisation within a major scale using the notes:</p> <p>C D E\flat F G C D E F G C D E G A F G A B\flat C D E F G A</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Compose</p>
--	--	--	---	--	--	--

	<p>including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Compose Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece (ABA structure). Use chords to compose music to evoke a specific atmosphere, mood or environment, accompany a silent film or to set a scene in a play or book. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Capture and record creative ideas using graphic symbols and rhythm notation and develop use of time signatures, staff</p>	<p>including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Compose Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece (ABA structure). Use chords to compose music to evoke a specific atmosphere, mood or environment, accompany a silent film or to set a scene in a play or book. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Capture and record creative ideas using graphic symbols and rhythm notation and develop use of time signatures, staff</p>	<p>satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Compose Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece (ABA structure). Use chords to compose music to evoke a specific atmosphere, mood or environment, accompany a silent film or to set a scene in a play or book. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Capture and record creative ideas using</p>	<p>key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece (ABA structure). Use chords to compose music to evoke a specific atmosphere, mood or environment, accompany a silent film or to set a scene in a play or book. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Capture and record creative ideas using graphic symbols and rhythm notation and develop use of time signatures, staff notation and technology. Read and develop use of minims, crotchets, quavers and dotted quavers.</p> <p>Instrumental Performance Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using</p>	<p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Working in pairs, compose a short ternary piece (ABA structure). Use chords to compose music to evoke a specific atmosphere, mood or environment, accompany a silent film or to set a scene in a play or book. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Capture and record creative ideas using graphic symbols and rhythm notation and develop use of time signatures, staff notation and technology. Read and develop use of minims, crotchets, quavers and dotted quavers.</p> <p>Instrumental Performance</p>	<p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Working in pairs, compose a short ternary piece (ABA structure). Use chords to compose music to evoke a specific atmosphere, mood or environment, accompany a silent film or to set a scene in a play or book. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Capture and record creative ideas using graphic symbols and rhythm notation and develop use of time signatures, staff notation and technology. Read and develop use of minims, crotchets, quavers and dotted quavers.</p> <p>Instrumental Performance</p>
--	--	--	---	--	--	--

	<p>notation and technology. Read and develop use of minims, crotchets, quavers and dotted quavers.</p> <p>Instrumental Performance Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how triads are formed (e.g. CEG), and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). Perform a range of repertoire pieces and arrangements combining acoustic</p>	<p>notation and technology. Read and develop use of minims, crotchets, quavers and dotted quavers.</p> <p>Instrumental Performance Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how triads are formed (e.g. CEG), and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). Perform a range of repertoire pieces and arrangements</p>	<p>graphic symbols and rhythm notation and develop use of time signatures, staff notation and technology. Read and develop use of minims, crotchets, quavers and dotted quavers.</p> <p>Instrumental Performance Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how triads are formed (e.g. CEG), and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g.</p>	<p>notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p> <p>Understand how triads are formed (e.g. CEG), and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Discuss and talk musically about the strengths and weaknesses of Performance.</p> <p>Reading Notation Further understand the differences between semibreves, minims, crotchets and crotchet</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how triads are formed (e.g. CEG), and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Discuss and talk musically about the strengths and</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how triads are formed (e.g. CEG), and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Discuss and talk musically about the strengths and</p>
--	---	--	--	--	--	--

	<p>instruments to form mixed ensembles. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Discuss and talk musically about the strengths and weaknesses of Performance.</p> <p>Reading Notation Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Identify the stave and symbols such as the treble clef, the name of the notes on lines and in spaces, bar lines. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols</p>	<p>combining acoustic instruments to form mixed ensembles. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Discuss and talk musically about the strengths and weaknesses of Performance.</p> <p>Reading Notation Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Identify the stave and symbols such as the treble clef, the name of the notes on lines and in spaces, bar lines. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols</p>	<p>Yellow Submarine by The Beatles). Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Discuss and talk musically about the strengths and weaknesses of Performance.</p> <p>Reading Notation Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Identify the stave and symbols such as the treble clef, the name of the notes on lines and in spaces, bar lines. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p>	<p>rests, paired quavers and semiquavers. Identify the stave and symbols such as the treble clef, the name of the notes on lines and in spaces, bar lines. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>weaknesses of Performance.</p> <p>Reading Notation Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Identify the stave and symbols such as the treble clef, the name of the notes on lines and in spaces, bar lines. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>weaknesses of Performance.</p> <p>Reading Notation Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Identify the stave and symbols such as the treble clef, the name of the notes on lines and in spaces, bar lines. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>
--	---	--	--	--	---	---

	for known rhythms and note durations.	for known rhythms and note durations.	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.			
--	--	--	---	--	--	--