

<p>Events Daily Move A Mile</p> <p>TEACHERS TO BOOK IN EVENTS</p>	<p>RE & Values Leaders in religious communities and the importance of religion today</p> <p>May – Quality / Resilience June – Happiness / Pride</p>	<p>History Chronological Understanding Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods.</p>
<p>Computing - Sound Works To understand digital sound has an important role to play in building atmosphere, presenting ideas and influencing audience mood. To investigate the history of sound recording and understand how the technology has developed. To understand that sound-editing and music creation software enables us to create, record and adapt sounds. To understand that sound recordings or broadcasts should be planned to improve their impact. To understand that there are complex rules around copyright, ownership and plagiarism which we should observe. To understand that sound recordings can be exported and used in other applications. To understand how sound files can be organised as podcasts and shared over the internet, and to consider the eSafety and copyright implications of doing this. To understand simple music compositions can be programmed. To organise their work confidently in agreed locations, using appropriate file-naming conventions and folder structures. To save drafts of their work, using these to support critical review. To be proactive in keeping electronic and other data secure and protecting personal information when entering data online. To understand some of the ways they can use to report concerns about content and contact.</p>		<p>Historical Interpretation Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions. Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience.</p> <p>Geography: Location Knowledge Locate the main countries in Europe and North or South America. Locate and name principal cities.</p>
<p>PE Outdoor Adventurous Activity Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p> <p>Evaluation Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.</p>		<p>Human and Physical Geography Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Geographical Skills and Fieldwork Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>D&T Planning Investigate products/images to collect ideas Sketch and model alternative ideas Develop one idea in depth</p>

Healthy Lifestyle

Can describe the effect exercise has on the body
 Can explain the importance of exercise and a healthy lifestyle.
 Understands the need to warm up and cool down.

Plan the sequence of work using a storyboard
 Record ideas using annotated cross-sectional diagrams
 Use models, kits and drawings to help formulate prototypes & pattern pieces

Construction

Use bradawl to mark hole positions
 Use hand drill to drill tight and loose fit holes
 Cut strip wood, dowel, square section wood accurately to 1mm
 Join materials using appropriate methods
 Incorporate motor and a switch into a model
 Control a model using an ICT control programme
 Use glue gun with close supervision

Evaluation

Use the design criteria to inform their decisions about ways to proceed
 Justify their decisions about materials and methods of construction
 Reflect on their work using design criteria stating how well the design fits the needs of the user
 Identify what does and does not work in the product.
 Make suggestions as how their design could be improved

Art**3D and Sculpture**

Shape, form, model and construct from observation or imagination
 Use recycled, natural and man-made materials to create sculptures
 Plan a sculpture through drawing and other preparatory work
 Develop skills in using clay inc. slabs, coils, slips, etc
 Produce intricate patterns and textures in a malleable media

Music – Call and response/texture and layering/ICT link**Creating and developing musical ideas (composing)**

Compose and perform melodies using four or five notes.
 Use a variety of different musical devices including melody, rhythms and chords.
 Record own compositions.
 Create own songs (raps- structure).
 Identify where to place emphasis and accents in a song to create effects (duration).

Listening and applying knowledge and understanding

Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).
 Read/ work out the musical stave (notes as Year 4).
 Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.

Singing Assembly

Show control, phrasing and expression in singing.
 Hold part in a round (pitch/structure).
 Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.

MFL - French

Understand the main points from a spoken passage made up of familiar language.
 Ask and answer simple questions
 Talk about personal interests.
 Know how to pronounce some letter strings.
 Understands the main point(s) from a short written text.
 Match sound to print by reading aloud familiar words and phrases.
 Use a book or glossary to find out the meanings of new words.
 Write a few short sentences with support using already learnt.
 Spell words that are readily understandable.
 Respect and understand cultural diversity.
 Understand how symbols, objects and pictures can represent a country.

