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| Term | Autumn | | | | | Spring | | | | | Summer | | | | |
| Topic | **RAINFOREST** | | | | | **OUR UK** | | | | | **ROMANS** | | | | |
| English | **Non -Fiction**  Should we cut down rainforest?  **Text Type**  Discussion  **Book**  The Great Kapok Tree | **Fiction**  The Magic Faraway Tree  **Story Pattern**  Quest Tale  **Focus**  Setting | **Non -Fiction**  How do ‘muscles’ work?  **Text Type**  Explanation  **Book**  Human Body | | **Fiction**  Rainbow Bird: An Aboriginal Folk Tale from Northern Australia  **Story Pattern**  Defeating monster tale  **Focus**  Character | **Fiction**  The Miraculous Journey of Edward Tulane – Kate DiCamillo  **Story Pattern**  Finding Tale  **Focus**  Description – people, places and objects | **Fiction**  Krindlekrax – Philip Ridley  **Story Pattern**  Cliff-hanger  **Focus**  Warning Tale | **Non -Fiction**  Wickford Uncovered – Where we live  **Text Type**  Information  **Book**  Wickford History/Steve? (Talk) | | **Wat Tyler** | **Non –Fiction**  How to be a Roman gladiator?  **Text Type**  Instructions  **Book**  Roman Gladiator | **Fiction**  Escape from Pompeii –  Christina-Balite  **Story Pattern**  Losing Tale  **Focus**  Suspense | | **Fiction**  Myths and Legends - Romulus and Remus  **Story Pattern**  Tale of Fear  **Focus**  Action / Playscript | **Non –Fiction**  Firework Show – Philip Pullman (Poster)  **Text Type**  Persuasion  **Book**  The Firework-Maker’s Daughter – Philip Pullman |
| Maths | White Rose | | | | | White Rose | | | | | White Rose | | | | |
| Science | **Working Scientifically**  **Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them.**  **Sc4/1.2 setting up simple practical enquiries, comparative and fair tests.**  **Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.**  **Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.**  **Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.**  **Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.**  **Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.**  **Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes.**  **Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.**  Ask relevant questions and use different types of scientific enquiries to answer them.  Set up simple practical enquiries, comparative and fair tests.  Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.  Gather, record, classify and present data in a variety of ways to help in answering questions.  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.  Identify differences, similarities or changes related to simple scientific ideas and processes.  Use straightforward scientific evidence to answer questions or to support his/her findings. | | | | | | | | | | | | | | |
| **Animals including Humans**  **Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.**  **Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.**  Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  **Plants**  **Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.**  **Sc3/2.1b explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.**  **Sc3/2.1c investigate the way in which water is transported within plants.**  **Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.**  Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  Investigate the way in which water is transported within plants.  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | | | | **Forces and Magnets**  **Sc3/4.2a compare how things move on different surfaces.**  **Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.**  **Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others.**  **Sc3/4.2d compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.**  **Sc3/4.2e describe magnets as having 2 poles.**  **Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing.**  Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  Observe how magnets attract or repel each other and attract some materials and not others.  Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Forces and magnets)  Describe magnets as having two poles.  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | | | | | **Rocks**  **Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.**  **Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock.**  **Sc3/3.1c recognise that soils are made from rocks and organic matter.**  Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Rocks)  Describe in simple terms how fossils are formed when things that have lived are trapped within rock  Recognise that soils are made from rocks and organic matter.  **Light**  **Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light.**  **Sc3/4.1b notice that light is reflected from surfaces.**  **Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes.**  **Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object.**  **Sc3/4.1e find patterns in the way that the size of shadows changes.**  Recognise that he/she needs light in order to see things and that dark is the absence of light.  Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect eyes.  Recognise that shadows are formed when the light from a light source is blocked by a solid object.  Find patterns in the way that the size of shadows change. | | | | |
| Computing | **E-Safety**  **Co2/1.7    use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact.**  Use technology responsibly and understand that communication online may be seen by others.  Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.  **Digital Literacy**  **Co2/1.6    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.**  With support select, use and combine a variety of software on a range of digital devices to accomplish given goals.  With support select and use a variety of software on a range of digital devices.  Use other input devices such as cameras or sensors. | | | | | **Coding**  **Co2/1.1    design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.**  **Co2/1.2    use sequence, selection, and repetition in programs; work with variables and various forms of input and output.**  Decompose programs into smaller parts.  Select, use and combine a variety of software, systems and content that accomplish given goals.  Use logical reasoning to detect and correct errors in algorithms and programs.  **Digital Literacy**  **Co2/1.4    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.**  **Co2/1.5    use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.**  **Co2/1.6    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.**  Understand how results are selected and ranked by search engines.  Understand what servers are and how they provide services to a network.  With support select, use and combine a variety of software on a range of digital devices to accomplish given goals. | | | | | **Coding**  **Co2/1.1    design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.**  **Co2/1.2    use sequence, selection, and repetition in programs; work with variables and various forms of input and output.**  Decompose programs into smaller parts.  Select, use and combine a variety of software, systems and content that accomplish given goals.  Use logical reasoning to detect and correct errors in algorithms and programs.  **E-Safety**  **Co2/1.7    use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact.**  Use technology responsibly and understand that communication online may be seen by others.  Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. | | | | |
| P.E | **FOLLOWING GETSET4PE SCHEME OF WORK** | | | | | | | | | | | | | | |
| Gymnastics  Dance | | | Gymnastics  Dodgeball | | Basketball  Yoga | | | Hockey  Tennis | | Athletics  Tag Rugby | | Fitness  Rounders | | |
| History |  | | | | | **Local Study – Wickford**  **Hi2/2.1    Local History: Pupils should be taught about an aspect of local history.**  Describe a local history study (Understanding of events, people and changes). BAND 6 STATEMENT  Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication) | | | | | **The Romans**  **Hi2/1.2   Roman Britain: Pupils should be taught about the Roman empire and its impact on Britain.**  Use historic terms related to the period of study. (Chronological understanding)  Place some historical periods in a chronological framework. (Chronological understanding)  Describe the Roman Empire and its impact on Britain. (Understanding of events, people and changes)  Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)  Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication) | | | | |
| Geography | **Rainforest**  **Ge2/1.1a 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.**  **Ge2/1.1c    identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).**  **Ge2/1.2a    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 in North or South America.**  **Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**  Recognise the different shapes of continents.  Demonstrate knowledge of features about places around him/her and beyond the UK.  Identify where countries are within Europe; including Russia.  Recognise that people have differing quality of life living in different locations and environments.  Know how the locality is set within a wider geographical context.  Explore weather patterns around parts of the world.  Know about the wider context of places - region, country.  Understand why there are similarities and differences between places.  Explain about key natural resources e.g. water in the locality.  Understand the effect of landscape features on the development of a locality. | | | | | **Wickford**  **Ge2/1.1b 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.**  **Ge2/1.2a 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 in North or South America.**  **Ge2/1.4b    use the 8 points of a compass, 4 and 6-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.**  **Ge2/1.4c 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.**  Describe human features of UK regions, cities and /or counties.  Describe how people have been affected by changes in the environment.  Know about the wider context of places - region, country.  Understand why there are similarities and differences between places.  Explore features on OS maps using 6 figure grid references.  Draw accurate maps with more complex keys.  Measure straight line distances using the appropriate scale.  Plan the steps and strategies for an enquiry. | | | | | **Extreme Weather - Volcanoes/Earthquakes - Pompeii**  **Ge2/1.3a    describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  Explore weather patterns around parts of the world.  Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. | | | | |
| Languages | **FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding.**  **FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.**  **FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.**  **FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures.**  **FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.**  **FL2/1.2d present ideas and information orally to a range of audiences.**  **FL2/1.3a read carefully and show understanding of words, phrases and simple writing.**  **FL2/1.3b appreciate stories, songs, poems and rhymes in the language.**  **FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.**  **FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly.**  **FL2/1.4b describe people, places, things and actions orally\* and in writing.**  **FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation. of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.**  Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.  Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.  Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.  Ask and answer a range of questions on different topic areas.  Using familiar sentences as models, make varied adaptations to create new sentences.  Read aloud using accurate pronunciation and present a short learned piece for performance.  Follow the written version of a text he/she is listening to.  Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.  Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.  Write words and short phrases from memory.  Use a range of adjectives to describe things in more detail, such as describing someone's appearance.  Write descriptive sentences using a model but supplying some words from memory.  Recognise a wider range of word classes including pronouns and articles, and use them appropriately.  Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.  Recognise questions and negative sentences. | | | | | | | | | | | | | | |
| **Colours**  **Days of the Week**  **Food - Fruit**  **Christmas** | | | | | **Months of the Year**  **Easter**  **Clothes**  **Parts of the Body** | | | | | **Animals**  **Weather/Travel**  **Family** | | | | |
| R.E | **Christianity**  **Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.**  Understand stories that can help people make choices about right and wrong.  Refer to religious figures and holy books to explain answers.  **Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour**  Describe how some of the values held by communities or individuals affect behaviour and actions.  Discuss and give opinions on stories involving moral dilemmas. | | | | | **Hinduism**  **Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.**  Talk about how the teachings of religions can affect people’s lives and that sometimes people think differently about the same things.  Give some reasons why religious figures may have acted as they did.  **Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions.**  Discuss questions that nobody really knows the answer to.  Ask questions those have no universally agreed answers. | | | | | **Sikhism**  **Know the function of objects/places/people within Religious practices and lifestyles and describe similarities and differences in Religious practices and lifestyles both within and between religions.**  Talk about how people follow their own religion.  Describe religious buildings and explain how they are used.  Explain some of the religious practices of both clerics and individuals.  **Recognise what influences him/her in his/her life, and identify the influence religion has on lives, cultures and communities including his/her own.**  Talk about friendships and my family and famous people I like.  Show an understanding that personal experiences and feelings influence attitudes and actions. | | | | |
| Art & Design | **Ar2/1.1    to create sketchbooks to record their observations and use them to review and revisit ideas.**  **Ar2/1.3    about great artists, architects and designers in history.**  Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.  Use taught technical skills to adapt and improve his/her work.  Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.  Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.  ***To develop ideas.***  *Develop ideas from starting points throughout the curriculum.*  *Collect information, sketches and resources.*  *Adapt and refine ideas as they progress.*  *Explore ideas in a variety of ways.*  *Comment on artworks using visual language.*  ***To take inspiration from the greats.***  *Replicate some of the techniques used by notable artists, artisans and designers.*  *Create original pieces that are influenced by studies of others.*  *Look at art and design forms of all kinds. Express likes and dislikes to form a personal response.*  ***Digital Media (For example: Artist Study)***  *Create images, video and sound recordings and explain why they were created.*  *Use digital images as a starting point for creative work in different areas of art.*  **Ar2/1.2    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).** | | | | | | | | | | | | | | |
| **ARTIST: Henri Rousseau (Surprised)**  **Painting**  Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.  *Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.*  *Experiment with creating mood with colour.*  *Use a sketchbook to store information on colour mixing, brush marks, etc.*  *Create atmosphere with tones of colour (e.g. grey). Use thin watery paint as a base to create atmosphere.*  *Select and work from direct observation.*  *Discuss own work and that of other artists.*  *Create a design using warm or cold colours and curved or straight lines.*  **Drawing**  Draws familiar objects with correct proportions.  *Use and control different hardnesses/grades of pencils, charcoal and chalk to create a wide range of contrasting effects of line, pattern, tone and texture.*  *Annotate sketches to explain and elaborate ideas.*  *Sketch lightly (no need to use a rubber to correct mistakes).*  *Use a viewfinder to help me in my sketching.*  *Select different techniques for different purposes: shading, hatching and cross hatching etc to show tone and texture.*  *Use a sketchbook to plan and develop ideas.*  *Make observation drawing of an object to show shape and pattern.*  *Shade and enhance light.*  *Draw from observation in large and small scale.*  *Consider composition – back, mid, and fore ground.* | | | | | **ARTIST: Turner, Constable and Friedensreich Hundertwasser**  **Print / Printing**  Use a variety of techniques e.g. marbling, silkscreen and cold water paste.  Print on fabrics using tie-dyes or batik.  *Replicate patterns observed in natural or built environments.*  *Make precise repeating patterns.*  *Apply fabric dyes e.g. marbling, silkscreen and cold water paste.*  *Use observation and preliminary drawings as stimulation.*  *Understand the batik process using Easy Batik glue and recap wax resist pictures.*  *Create an abstract batik design learn the cold or hot wax method.*  *Use batik technique to create a multi-layered image- using wax resist on plain fabric, painted with dyes, then waxed again and painted with dyes again.*  **Drawing**  Draws familiar objects with correct proportions.  *Use and control different hardnesses/grades of pencils, charcoal and chalk to create a wide range of contrasting effects of line, pattern, tone and texture.*  *Annotate sketches to explain and elaborate ideas.*  *Sketch lightly (no need to use a rubber to correct mistakes).*  *Use a viewfinder to help me in my sketching.*  *Select different techniques for different purposes: shading, hatching and cross hatching etc to show tone and texture.*  *Experiment with pen and ink methods to draw from imagination or observation.*  *Use a sketchbook to plan and develop ideas.*  *Make observation drawing of an object to show shape and pattern.*  *Blend with charcoal and chalk.*  *Shade and enhance light.*  *Draw from observation in large and small scale.*  *Use very simple perspective.* | | | | | **ARTIST: Ancient Roman Sculpture / Statues / Friezes / Michelangelo to Modern Comparison Henry Moore / Barbara Hepworth / Antoni Gaudi**  **Sculpture / 3D**  Plan a sculpture through drawing and other preparatory work.  *Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).*  *Include texture that conveys feelings, expression or movement.*  *Use clay and other mouldable materials.*  *Add materials to provide interesting detail.*  *Make a clay object using pinch/thumb pot technique.*  *Learn the coil pot technique with clay.*  *Blend attached pieces with slip for strength.*  *Use tools appropriately to carve into media using tools safely.*  *Decorate using impressions to make patterns or replicate textures.*  *Discuss own work and work of other sculptors.*  *To plan and develop ideas in sketchbook and make inform choices about media.*  **Painting**  Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.  *Use watercolour paint to produce washes for backgrounds then add detail. Know to start at the top of the page and paint in the same direction.*  *Experiment with creating mood with colour.*  *Use a sketchbook to store information on colour mixing, brush marks, etc.*  *Scrafitto technique (wax crayon block of colour, paint over with black paint, etch paint off with cocktail stick).*  *Select and work from direct observation.*  *Discuss own work and that of other artists.*  *Create a design using warm or cold colours and curved or straight lines.* | | | | |
| Design Technology | **Construction – Recycling**  **Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.**  Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks  **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.**  Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.  **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.**  Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. | | | | | **Cooking and Nutrition – Seasonal Food**  **Understand and apply the principles of a healthy and varied diet.**  **Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.**  **Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.**  **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.**  Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.  Read and follow recipes which involve several processes, skills and techniques.  Understand seasonality and the advantages of eating seasonal and locally produced food.  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.  Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.  **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.**  Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.  **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.**  Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. | | | | | **Textiles**  **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**  Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them  *Understand the need for a seam allowance.*  *Join textiles with appropriate stitching.*  *Select the most appropriate techniques to decorate textiles.* | | | | |
| Music | **Abba – Pop Music / Singing / Performance – Christmas Carol Concert**  **Mu2/1.1    play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**  Sing as part of an ensemble with confidence and precision.  Play and perform in solo or ensemble contexts with increasing confidence.  **Mu2/1.3  listens with attention to detail and recall sounds with increasing aural memory.**  Listen to and recall sounds with increasing aural memory.  **Mu2/1.5    appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.**  Confidently recognise a range of musical instruments and the different sounds they make.  Use musical language to appraise a piece or style of music.  Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. | | | | | **Ukulele**  **Mu2/1.4    use and understand staff and other musical notations.**  Develop an understanding of formal, written notation which includes minims and quavers.  **Mu2/1.3  listens with attention to detail and recall sounds with increasing aural memory.**  Listen to and recall sounds with increasing aural memory.  **Mu2/1.1    play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**  Play and perform in solo or ensemble contexts with increasing confidence. | | | | | **Percussion - Glockenspiel 1 and 2**  **Mu2/1.2    improvise and compose music for a range of purposes using the Interrelated**  **dimensions of music.**  Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. | | | | |
| PSHE | **Health and Wellbeing**  Physical, Emotional and Mental  Aspirations  Emotions  Growing and Changing | | | | | **Relationships**  Bullying  Similarities and Differences – Friends | | | | | **Living in the Wider World**  Collaboration  Discrimination  Economic Awareness | | | | |