



TOPIC	SCIENCE	HISTORY	MUSIC.	ICT capabilities	Literacy
	Plants Animals including humans (Nutrition/Skeletons/Muscles) Rocks Light Forces  <b>WORKING SCIENTIFICALLY</b>	1) he/she can give simple reasons as to why key events happened in history. 2) he/she can identify and describe changes between specific periods of history. 3) he/she can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. 4) he/she knows that the past can be divided into different periods of time. 5) he/she can create historically valid questions about similarities and differences. 6) he/she is aware that the same time in history may be represented in different ways. 7) he/she can choose appropriate sources to answer questions about specific people and events; going beyond simple observations. 8) he/she can examine and compare artefacts. 9) he/she can discuss historical changes in Britain; what caused them and the impact on life in Britain.	1. He/she can use his/her voice and copy a given scale. 2. He/she can compose three note patterns. 3. He/she can compose simple tunes 4. He/she can improvise repeated patterns (ostinato). 5. He/she can sing expressively in time to the beat and rhythm. 6. He/she can perform given compositions/songs from memory. 7. He/she can take part in two –part songs 8. He/she can perform as part of a group and individually to an audience. 9. He/she can find similarities and differences in the work of a great composer/musician from history. 10. He/she can express his/her opinions about music in the past. 11. He/she can begin to identify how many beats are in a bar when listening to pieces of music. 12. New: He/she can listen to and appraise music from different traditions and genres.	<b>Searching Digital Research Level 2/3</b> 1. 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 2. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  <b>Using software</b> 3. 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  <ul style="list-style-type: none"> <li>Data Handling Level 3 Textease Branching databases</li> <li>Text and multimedia Level 3 Word</li> </ul>	<b>NON-FICTION</b> Recount: diaries Non chronological report Explanation text Persuasive letters Discussion: for and against
	<b>DESIGN TECHNOLOGY</b> 1. he/she can generate and develop his/her ideas through discussion. 2. he/she can design products that are functional and designed for purpose. 3. he/she can use given shapes on a computer program to create a design. e.g. Use a computer-aided design program to create a net for packaging. 4. he/she can choose the most appropriate joining technique to add a decoration to a piece of fabric. 5. he/she can use given sewing patterns or printing blocks to add detail to his/her designs. 6. he/she can explain strengths and weaknesses of existing products. 7. he/she can evaluate his/her work against his/her own design criteria. 8. he/she can discuss and describe well known designers and inventors and their work. 9. he/she understands all sections of the Eat Well plate and why they differ in size. 10. he/she can use the right tools to slice, mix, spread, bake and knead. 11. he/she can weigh ingredients to an appropriate level of accuracy. 12. he/she understands that different foods are produced in different areas of the world. 13. he/she understands that food is processed into different ingredients e.g. Milk into butter.	<b>GEOGRAPHY</b> 1. he/she can make a simple sketch map of the human and physical features in his/her local area. 2. he/she can take photographs of the local area to help them produce a simple map. 3. he/she can create a survey to explore human or physical features in the local area. 4. he/she can use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2. 5. he/she can name and locate counties and cities of the UK, identifying key human and physical features and land use. 6. he/she can describe and understand the workings of volcanoes. 7. he/she can describe and understand different types of settlement and land use. 8. he/she can use 4 points on a compass; North, South, East and West. 9. he/she can read and interpret the globe as a flat map. 10. he/she can create sketch maps to understand the local area.	<b>ART</b> 1. he/she can work with a variety of pen types to make a variety of lines. 2. With pastel/charcoal, he/she can vary the thickness of lines and build up layers of colour. 3. With coloured pencil and/or wax crayon, he/she can control depth of colour by applying different pressures on the pencil tip. 4. With pencil, he/she can use pressure to create hard and soft lines and use soft lines to plan a drawing/sketch an idea. 5. he/she can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. 6. With pastel/charcoal, he/she can work on top of a background to create detail. 7. he/she can mix and match colours for purpose, e.g. identifying primary and secondary colours. 8. he/she can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground. 9. he/she can select the brush size and type depending on the task. 10. he/she can choose a suitable surface to work on and take responsibility for preparing, organising and clearing away his/her painting area. 11. he/she can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache, natural materials. 12. he/she can create images in the style of an artist from history. 13. he/she can discuss and describe well known artists' work and explain how their work is similar/different 14. he/she can discuss and describe well known architects' work and explain how their work is similar/different.	<b>PSHE</b> <b>1 Social &amp; Behavioural Focus</b> Relationships- Families& friends. 1 week focus on Anti- bullying <b>2 Personal, Health, Safety &amp; Citizenship Focus</b> Economic Well being & financial capability <b>3. Social &amp; Behavioural Focus</b> Emotional health & well being <b>4. Personal, Health, Safety &amp; Citizenship Focus</b> Drugs Awareness <b>5. Social &amp; Behavioural Focus</b> Keeping Safe <b>6. Personal, Health, Safety &amp; Citizenship Focus</b> SRE	<b>NARRATIVE</b> Domestic settings Other Cultures Fairy tales Quest Free Choice
					<b>POETRY</b> Shape poems Classic Poetry
					<b>MATHS</b> <i>Links where possible</i>

