

Understanding the arts

Art ICT, Digital media and Collage

- Collect, select from and record what they observe, experience and imagine specifically to use in certain projects.
- Examine the context in which art work was created.
- Collect ideas within a sketch book/ portfolio.
- Comment on similarities and differences between their own and others' work relating to purpose.
- Adapt and improve their own work.

Music

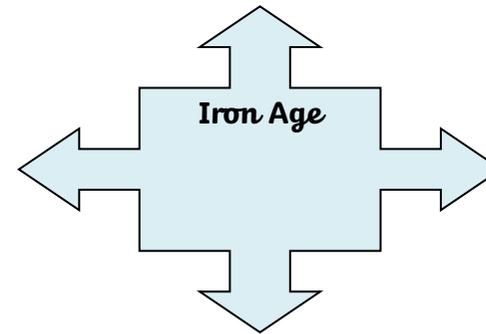
- Explore how musical elements can be used together to compose descriptive music.
- Carefully choose, order, combine and control sounds with awareness of their combined effect.
- Use their own notation to support performance.
- Offer suggestions of ways to improve other people's compositions.

International Curriculum (community cohesion)

- Trip to Pizza Express
- How our shopping habits have a global effect.

Understanding Physical Development, Health and Well-Being

(P.E./ Personal Wellbeing/ Economic Wellbeing)
School Council manifestos and elections



IT core skills
E-Safety
Word processing

R.E.

Stories of key religious leaders

PSHE/ SEAL/ Citizenship

New Beginnings
SEAL
Eating Healthily
Well Being

P.E. Skills

Games
Dance

English

- Recipe writing
- Poetry
- Report writing
- Class Novel – Flat Stanley

Scientific and Technological understanding (Science/ Design and Technology/ ICT)

Science – Animals, including humans

DT – designing and making food packaging (nets)

- Make realistic, detailed plans, including for example labels, to explain what they want to make in more depth.
- Plan the order of their work choosing, in advance, appropriate tools, equipment, materials, components and techniques.
- Measure, mark out, cut and shape a range of different materials with increasing accuracy.
- Use finishing techniques to improve the appearance of their product using a range of equipment including ICT.

Historical geographical and social understanding

History - Know the past can be divided into different periods of time and sequence these on a timeline

Know facts and demonstrate understanding about the events, people and changes in a period being studied

Understand how knowledge of the past is construed from a range of sources
To devise historically valid questions about change, cause, similarity and difference and significance

To develop a chronologically secure knowledge and understanding of world history.

To understand the significance of the Iron Age

To develop a secure knowledge and understanding of British history

Use a wide range of sources to collect evidence about the past, (including the use of inference and deduction).