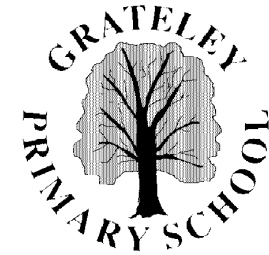


**Grateley Primary School**  
**Key Stage Two – Year 5 and 6**  
 LTP – Cycle B  
 2019-2020



Please refer to 2019-2020 English and Maths LTP for curriculum coverage.

	Autumn 1	Autumn 2
Creative Title	Is there anybody out there?	Health and Healing
Science	<p><b>Planning</b>            Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?            Can they make a prediction with reasons?            Can they use test results to make predictions to set up comparative and fair tests?            Can they present a report of their findings through writing, display and presentation?</p> <p><b>Challenging</b>            Can they explore different ways to test an idea, choose the best way and give reasons?            Can they vary one factor whilst keeping the others the same in an experiment?            Can they use information to help make a prediction?            Can they explain, in simple terms, a scientific idea and what evidence supports it?</p> <p><b>Obtaining and presenting evidence</b>            Can they take measurements using a range of scientific equipment with increasing accuracy and precision?            Can they take repeat readings when appropriate?            Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?</p> <p><b>(Challenging)</b>            Can they decide which units of measurement they need to use?            Can they explain why a measurement needs to be repeated?</p> <p><b>Considering evidence and evaluating</b>            Can they report and present findings from enquiries through written explanations and conclusions?            Can they use a graph to answer scientific questions?</p> <p><b>(Challenging)</b>            Can they find a pattern from their data and explain what it shows?            Can they link what they have found out to other science?            Can they suggest how to improve their work and say why they think this?</p>	
	<p><b>Earth and Space</b>            Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system?            Can they explain how seasons and the associated weather is created?</p>	<p><b>Animals, including humans</b>            Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?            Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?</p>

	<p>Can they describe and explain the movement of the Moon relative to the Earth?</p> <p>Can they describe the sun, earth and moon as approximately spherical bodies?</p> <p>Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?</p> <p><b>(Challenging)</b></p> <p>Can they compare the time of day at different places on the earth?</p> <p>Can they create shadow clocks?</p> <p>Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge?</p> <p>Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)</p>	<p>Can they describe the ways in which nutrients and water are transported within animals, including humans?</p> <p><b>(Challenging)</b></p> <p>Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies?</p> <p>Can they compare the organ systems of humans to other animals?</p> <p>Can they make a diagram of the human body and explain how different parts work and depend on one another?</p> <p>Can they name the major organs in the human body?</p> <p>Can they locate the major human organs?</p> <p>Can they make a diagram that outlines the main parts of a body?</p>
<b>History</b>	<p><b>History of Space</b></p> <p>Can they create a timeline of Space travel starting from 1942 to present day?</p> <p>Can they identify which animals went into space first and why?</p> <p>Can they explain who and when landed on the moon first?</p> <p>Can they identify current space missions that are happening now?</p> <p><b>Challenge</b></p> <p>Can they explain the purpose of present day missions?</p> <p>Can they predict what future space travel may involve using historical and scientific findings/missions to help predict?</p>	<p><b>Ancient Mayan Civilisation c. AD 900</b></p> <p>Can they say where a period of history fits on a timeline?</p> <p>Can they place a specific event on a timeline by decade?</p> <p>Can they place features of historical events and people from past societies and periods in a chronological framework?</p> <p><b>(Challenging)</b></p> <p>Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p>
<b>Geography</b>		
<b>Computing</b>	<p><b>We are Game Developers</b></p> <p>Can they plan an algorithm for a game as a series of scenes on a storyboard?</p> <p>Can they design, play and share a 3D maze game?</p> <p>Can they create 'baddies' to avoid and 'goodies' to collect?</p> <p>Can they design their own characters?</p> <p>Can they de-bug their own game using Gorilla free code?</p> <p>Can they design their own backgrounds?</p> <p>Can they design their own sounds?</p>	<p><b>We Are Cryptographers</b></p> <p>Can they sort out which online behaviours are safe and unsafe?</p> <p>Can they create a leaflet on how to stay safe online?</p> <p>Can they create a password about the importance of having a secure password?</p>

	<b>Challenge</b> Can they feedback on each other's games? Can they blog about their developing game?	
Design Technology	<b>Overall – Design, Make, Evaluate, Technical Knowledge:</b> Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step-by-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each? Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? Do they persevere through different stages of the making process? Do they keep checking that their design is the best it can be? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria? <b>Paper Mache</b> Can they design their planet? Can they consider the size in relation to other planets using their knowledge from Science? Can they decide how to make their planet stronger? Can they decide ways to create surface texture? Can they choose their colours? <b>Challenge</b> Can they explain the choices for their textures and colours? Can they link in the concept of day and night to their planet design?	
Art		<b>Sketch books</b> Do their sketch books contain detailed notes, and quotes explaining about items? Do they compare their methods to those of others and keep notes in their sketch books?

		<p>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p>
		<p><b>Drawing</b></p> <p>Can they explain why they have combined different tools to create their drawings?</p> <p>Can they explain why they have chosen specific drawing techniques?</p> <p>Do their sketches communicate emotions and a sense of self with accuracy and imagination?</p>
<b>PDL</b>	<p><b>Living in the wider world</b></p> <p>Rights and Respect</p> <ol style="list-style-type: none"> <li>1. about respect for self and others and the importance of responsible behaviours and actions</li> <li>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>3. about different groups and communities</li> <li>4. to respect equality and to be a productive member of a diverse community</li> <li>5. about the importance of respecting and protecting the environment</li> <li>6. about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>7. how money plays an important part in people's lives</li> <li>8. a basic understanding of enterprise.</li> </ol>	
<b>Religious Education</b>	<p><b>Concept:</b> good/evil</p> <p>Divali</p>	<p><b>Concept:</b> prophecy</p> <p>Magi</p>
<b>Music</b>	<p><b>Performing</b></p> <p>Can they perform using notations?</p> <p>Can they take the lead in a performance?</p> <p>Can they take on a solo part?</p> <p>Can they provide rhythmic support?</p> <p><b>Composing (incl notation)</b></p> <p>Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</p> <p><b>Challenge</b></p> <p>Can they show how a small change of tempo can make a piece of music more effective?</p> <p>Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</p> <p><b>Appraising</b></p> <p>Can they refine and improve their work?</p> <p>Can they evaluate how the venue, occasion and</p>	<p><b>Appraising</b></p> <p>Can they analyse features within different pieces of music?</p> <p>Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</p> <p>Can they explain why they think their music is successful or unsuccessful?</p> <p>Can they suggest improvements to their own or others' work?</p> <p>Can they choose the most appropriate tempo for a piece of music?</p> <p>Can they contrast the work of famous composers and show preferences?</p> <p><b>Challenge</b></p> <p>Can they explain how tempo changes the character of music?</p>

	<p>purpose affects the way a piece of music is created?</p> <p><b>Challenge</b></p> <p>Can they appraise the introductions, interludes and endings for songs and compositions they have created?</p>	Can they identify where a gradual change in dynamics has helped to shape a phrase of music?
<b>Languages (French)</b>	<p><b>Speaking and listening</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Listen and show understanding of more complex familiar phrases and sentences.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Follow the text of familiar rhymes and songs identifying the meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Ask and answer more complex familiar questions with a scaffold of responses. Ask for clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures Use familiar vocabulary to say more complex sentences using a language scaffold.</p> <p>Present ideas and information orally to a range of audiences</p> <p>Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Follow the simple text of a familiar song or story and sing or read aloud.</p> <p><b>Reading and Writing</b></p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Read and pronounce familiar words accurately using knowledge of letter string sounds as support; observing silent letter rules (applicable in French)</p> <p>Read carefully and show understanding of words, phrases and simple writing Read and show understanding of a complex sentence using familiar language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class.</p> <p>Describe people, places, things and actions orally and in writing Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Write familiar complex sentences from memory with understandable accuracy.</p> <p>Understand basic grammar (French), key features and patterns of the language and how to apply these to build sentences and how they differ from or are similar to English.</p>	
<b>Sport/PE/Dance</b>	<p><b>Acquiring and developing skills</b></p> <p>Can they link skills, techniques and ideas and apply them accurately and appropriately?</p> <p>Do they show good control in their movements?</p> <p><b>Evaluating and improving</b></p> <p>Can they compare and comment on skills, techniques and ideas that they and others have used?</p> <p>Can they use their observations to improve their work?</p>	

	<p><b>Health and fitness</b></p> <p>Can they explain some important safety principles when preparing for exercise?</p> <p>Can they explain what effect exercise has on their body?</p> <p>Can they explain why exercise is important?</p> <p><b>Gymnastics</b></p> <p>Can they make complex or extended sequences?</p> <p>Can they combine action, balance and shape?</p> <p>Can they perform consistently to different audiences?</p> <p>Are their movements accurate, clear and consistent?</p> <p><b>Games</b></p> <p>Can they explain complicated rules?</p> <p>Can they make a team plan and communicate it to others?</p> <p>Can they lead others in a game situation?</p>
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	Spring 1	Spring 2
Creative Title	The Polar Regions	A Journey of discovery
Science	<p><b>Planning</b>            Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?            Can they make a prediction with reasons?            Can they use test results to make predictions to set up comparative and fair tests?            Can they present a report of their findings through writing, display and presentation?</p> <p><b>Challenging</b>            Can they explore different ways to test an idea, choose the best way and give reasons?            Can they vary one factor whilst keeping the others the same in an experiment?            Can they use information to help make a prediction?            Can they explain, in simple terms, a scientific idea and what evidence supports it?</p> <p><b>Obtaining and presenting evidence</b>            Can they take measurements using a range of scientific equipment with increasing accuracy and precision?            Can they take repeat readings when appropriate?            Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?</p> <p><b>(Challenging)</b>            Can they decide which units of measurement they need to use?            Can they explain why a measurement needs to be repeated?</p> <p><b>Considering evidence and evaluating</b>            Can they report and present findings from enquiries through written explanations and conclusions?            Can they use a graph to answer scientific questions?</p> <p><b>(Challenging)</b>            Can they find a pattern from their data and explain what it shows?            Can they link what they have found out to other science?            Can they suggest how to improve their work and say why they think this?</p>	
		<p><b>Living Things &amp; their habitats</b>            Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals?</p>

		<p>Can they give reasons for classifying plants and animals based on specific characteristics?</p> <p><b>(Challenging)</b></p> <p>Can they explain why classification is important?</p> <p>Can they readily group animals into reptiles, fish, amphibians, birds and mammals?</p> <p>Can they sub divide their original groupings and explain their divisions?</p> <p>Can they group animals into vertebrates and invertebrates?</p> <p>Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?</p>
<b>History</b>		
<b>Geography</b>	<p><b>Geographical Knowledge</b></p> <p>Can they use maps, atlases, globes and digital computer mapping?</p> <p>Can they identify the position and significance of longitude, latitude and the equator?</p> <p>Can they locate the Tropic of Cancer and the Tropic of Capricorn?</p> <p>Can they name a number of countries in the Northern and Southern Hemisphere?</p> <p>Can they identify the Arctic and Antarctic Circle?</p> <p>Can they explain the Prime/Greenwich Meridian and time zones (including day and night)?</p> <p><b>Challenging</b></p> <p>Can they explain how people's lives vary due to weather?</p> <p>Can they explain the similarities and differences between the Arctic and Antarctic circle?</p>	<p><b>Track the Sailing route for Columbus</b></p> <p><b>Geographical Knowledge</b></p> <p>Can they locate the USA and Canada on a world map and atlas?</p> <p>Can they locate and name the main countries in South America on a world map and atlas?</p> <p><b>Challenging</b></p> <p>Can they begin to recognise the climate of a given country according to its location on the map?</p> <p><b>Physical Geography</b></p> <p>Can they give extended description of the physical features of different places around the world?</p> <p>Can they describe how some places are similar and others are different in relation to their human features?</p> <p>Can they accurately use a 4 figure grid reference?</p> <p><b>Challenging</b></p> <p>Can they plan a journey to another part of the world which takes account of time zones?</p> <p>Do they understand the term sustainable development?</p> <p>Can they use it in different contexts?</p> <p><b>Geographical Enquiry</b></p> <p>Can they confidently explain scale and use maps with a range of scales?</p> <p>Can they choose the best way to collect information needed and decide the most appropriate units of measure?</p> <p>Can they make careful measurements and use the data?</p> <p>Can they use OS maps to answer questions?</p> <p>Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p> <p><b>Challenging</b></p>



		<p>Can they define geographical questions to guide their research?</p> <p>Can they use a range of self-selected resources to answer questions?</p>
<b>Computing</b>	<p><b>We Are Artists</b></p> <p>Can they create and share their own geometric patterns and tessellations using the programming elements of 2Go?</p> <p>Can they use commands, angles, repetition and sequences in Logo?</p> <p>Can they print out patterns and colour them in?</p> <p>Can they explore pattern using a range of painting tools, in particular Pattern, Slice, Lines and eCollage?</p> <p><b>Challenge</b></p> <p>Can they create 3D shapes and design their own patterns using the pattern fill tool?</p>	<p><b>We are Bloggers</b></p> <p>Can they use the collaborative functionality of 2Write and 2Connect to brainstorm and share ideas of their blog?</p> <p>Can they create a class blog?</p> <p>Can they decide who has permission to see, post and comment?</p> <p>Can they create an individual blog that is private?</p> <p>Can they share their blogs with other classes / family?</p> <p>Can they create a blog post?</p> <p>Can they add images?</p> <p>Can they comment on posts?</p> <p><b>Challenge</b></p> <p>Can they explain to someone else how to create their own blog safely?</p>
<b>Design Technology</b>		<p><b>Overall – Design, Make, Evaluate, Technical Knowledge:</b></p> <p>Can they come up with a range of ideas after they have collected information?</p> <p>Do they take a user's view into account when designing?</p> <p>Can they produce a detailed step-by-step plan?</p> <p>Can they suggest some alternative plans and say what the good points and drawbacks are about each?</p> <p>Can they explain why their finished product is going to be of good quality?</p> <p>Can they explain how their product will appeal to the audience?</p> <p>Can they use a range of tools and equipment expertly?</p> <p>Do they persevere through different stages of the making process?</p> <p>Do they keep checking that their design is the best it can be?</p> <p>Do they check whether anything could be improved?</p> <p>Can they evaluate appearance and function against the original criteria?</p> <p><b>Stiff and flexible sheet materials</b></p> <p>Can they justify why they selected specific materials?</p> <p>How have they ensured that their work is precise and accurate?</p> <p>Can they hide joints so as to improve the look of their</p>

		product? <b>Mouldable materials</b> Can they justify why the chosen material was the best for the task? Can they justify design in relation to the audience?
<b>Art</b>	<b>Painting</b> Can they create a range of moods in their paintings? Can they express their emotions accurately through their painting and sketches? <b>Use of IT</b> Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? Can they create digital images with animation, video and sound to communicate their ideas? Do they use software packages to create pieces of digital art to design. Can they create a piece of art which can be used as part of a wider presentation?	
<b>PDL</b>	<b>Health &amp; Wellbeing</b> Goals and the future S&RE 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, such as puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing	
<b>Religious Education</b>	<b>Concept:</b> ritual Prayer/reflection	<b>Concept:</b> symbol Easter – Eucharist
<b>Music</b>	<b>Composing (incl notation)</b> Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria? Can they use their notations to record groups of pitches (chords)? Can they use a music diary to record aspects of the composition process? Can they choose the most appropriate tempo for a piece of music?	

	<p><b>Challenge</b></p> <p>Do they understand the relation between pulse and syncopated patterns? Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</p>
<b>Languages (French)</b>	<p><b>Speaking and listening</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding Listen and show understanding of more complex familiar phrases and sentences. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Follow the text of familiar rhymes and songs identifying the meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Ask and answer more complex familiar questions with a scaffold of responses. Ask for clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures Use familiar vocabulary to say more complex sentences using a language scaffold. Present ideas and information orally to a range of audiences Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language. Appreciate stories, songs, poems and rhymes in the language Follow the simple text of a familiar song or story and sing or read aloud.</p> <p><b>Reading and Writing</b></p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Read and pronounce familiar words accurately using knowledge of letter string sounds as support; observing silent letter rules (applicable in French) Read carefully and show understanding of words, phrases and simple writing Read and show understanding of a complex sentence using familiar language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class. Describe people, places, things and actions orally and in writing Write and say a more complex sentence to describe people, places, things and actions using a language scaffold. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Write familiar complex sentences from memory with understandable accuracy. Understand basic grammar (French), key features and patterns of the language and how to apply these to build sentences and how they differ from or are similar to English.</p>
<b>Sport/PE/Dance</b>	<p><b>Acquiring and developing skills</b></p> <p>Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements?</p> <p><b>Evaluating and improving</b></p> <p>Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work?</p> <p><b>Health and fitness</b></p>

	<p>Can they explain some important safety principles when preparing for exercise?</p> <p>Can they explain what effect exercise has on their body?</p> <p>Can they explain why exercise is important?</p> <p><b>Dance</b></p> <p>Can they compose their own dances in a creative and imaginative way?</p> <p>Can they perform to an accompaniment, expressively and sensitively?</p> <p>Are their movements controlled?</p> <p>Does their dance show clarity, fluency, accuracy and consistency?</p> <p><b>Games</b></p> <p>Can they gain possession by working as a team?</p> <p>Can they pass in different ways?</p> <p>Can they use forehand and backhand with a racquet?</p> <p>Can they field?</p> <p>Can they choose the best tactics for attacking and defending?</p> <p>Can they use a number of techniques to pass, dribble and shoot?</p>
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	Summer 1	Summer 2
Creative Title	Europe in Unity	On our Doorstep
Science	<p><b>Planning</b>            Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?            Can they make a prediction with reasons?            Can they use test results to make predictions to set up comparative and fair tests?            Can they present a report of their findings through writing, display and presentation?</p> <p><b>Challenging</b>            Can they explore different ways to test an idea, choose the best way and give reasons?            Can they vary one factor whilst keeping the others the same in an experiment?            Can they use information to help make a prediction?            Can they explain, in simple terms, a scientific idea and what evidence supports it?</p> <p><b>Obtaining and presenting evidence</b>            Can they take measurements using a range of scientific equipment with increasing accuracy and precision?            Can they take repeat readings when appropriate?            Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?</p> <p><b>(Challenging)</b>            Can they decide which units of measurement they need to use?            Can they explain why a measurement needs to be repeated?</p> <p><b>Considering evidence and evaluating</b>            Can they report and present findings from enquiries through written explanations and conclusions?            Can they use a graph to answer scientific questions?</p> <p><b>(Challenging)</b>            Can they find a pattern from their data and explain what it shows?            Can they link what they have found out to other science?            Can they suggest how to improve their work and say why they think this?</p>	
		Evolution and Inheritance

		<p>Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago?</p> <p>Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?</p> <p>Can they give reasons why offspring are not identical to each other or to their parents?</p> <p>Can they explain the process of evolution and describe the evidence for this?</p> <p>Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?</p> <p><b>(Challenging)</b></p> <p>Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace?</p> <p>Can they explain how some living things adapt to survive in extreme conditions?</p> <p>Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet?</p> <p>Can they begin to understand what is meant by DNA?</p>
History	<p><b>History of the European Union – up to the present day including Brexit</b></p> <p>Can they say which countries are in Europe?</p> <p>Can they form a timeline from 1993 to present day?</p> <p>Can they explain the pro's and con's of being part of the European union?</p> <p>Can they explain the reason for England leaving the EU?</p> <p><b>Challenge</b></p> <p>Can they explain and justify reasons for and against Brexit?</p>	<p><b>Chronological understanding WW2</b></p> <p>Can they say where a period of history fits on a timeline?</p> <p>Can they place a specific event on a timeline by decade?</p> <p>Can they place features of historical events and people from past societies and periods in a chronological framework?</p> <p><b>Knowledge and interpretation</b></p> <p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they summarise how Britain has had a major influence on world history?</p> <p>Can they describe features of historical events and people from past societies and periods they have studied?</p> <p><b>(Challenging)</b></p> <p>Can they suggest relationships between causes in history?</p> <p>Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</p> <p>Can they trace the main events that define Britain's journey</p>

		<p>from a mono to a multi-cultural society?</p> <p><b>Historical enquiry</b>  Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?  Can they identify and explain their understanding of propaganda?  Can they describe a key event from Britain's past using a range of evidence from different sources?  <b>(Challenging)</b>  Can they suggest why there may be different interpretations of events?  Can they suggest why certain events, people and changes might be seen as more significant than others?  Can they pose and answer their own historical questions?</p> <p><b>Chronological understanding Baghdad</b>  Can they say where a period of history fits on a timeline?  Can they place a specific event on a timeline by decade?  Can they place features of historical events and people from past societies and periods in a chronological framework?  <b>(Challenging)</b>  Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p> <p><b>Knowledge and interpretation</b>  Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?  Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p>
<b>Geography</b>	<p><b>Geographical Knowledge</b>  Can they name and locate some well-known European countries?  Can they name and locate the capital cities of neighbouring European countries?  Are they aware of different weather in different parts of the world, especially Europe?  <b>Challenging</b></p>	

	Can they name the two largest seas around Europe?	
<b>Computing</b>	<p><b>We are Adventure Gamers</b></p> <p>Can they plan their own adventure game using Game planner?</p> <p>Can they use Free Code Gorilla to create their own adventure game?</p> <p>Can they use the tabs to create different parts of their code?</p> <p><b>Challenge</b></p> <p>Can they use text-based coding using javascript?</p>	<p><b>We are Publishers</b></p> <p>Can they create their own yearbook?</p> <p>Can they add images?</p> <p>Can they add sound?</p> <p>Can they share their yearbook with a wider online audience?</p> <p>Can they ensure settings are set which keeps themselves and others safe?</p> <p><b>Challenge</b></p> <p>Can they write an instruction leaflet on how to keep safe online?</p> <p>Can they give instructions explaining how to create an online yearbook?</p>
<b>Design Technology</b>	<p><b>Overall – Design, Make, Evaluate, Technical Knowledge:</b></p> <p>Can they come up with a range of ideas after they have collected information?</p> <p>Do they take a user's view into account when designing?</p> <p>Can they produce a detailed step-by-step plan?</p> <p>Can they suggest some alternative plans and say what the good points and drawbacks are about each?</p> <p>Can they explain why their finished product is going to be of good quality?</p> <p>Can they explain how their product will appeal to the audience?</p> <p>Can they use a range of tools and equipment expertly?</p> <p>Do they persevere through different stages of the making process?</p> <p>Do they keep checking that their design is the best it can be?</p> <p>Do they check whether anything could be improved?</p> <p>Can they evaluate appearance and function against the original criteria?</p> <p><b>Cooking and nutrition</b></p> <p>Can they describe what they do to be both hygienic and safe?</p> <p>How have they presented their product well?</p> <p>Can they explain how their product should be stored</p>	



	with reasons? Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?	
<b>Art</b>		<p><b>Sketch books</b> Do their sketch books contain detailed notes, and quotes explaining about items? Do they compare their methods to those of others and keep notes in their sketch books? Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p> <p><b>Printing</b> Can they overprint using different colours? Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p>
<b>PDL</b>	<p><b>Relationships</b> Understanding other people S&amp;RE 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.</p>	
<b>Religious Education</b>	<b>Concept:</b> devotion Hindu Mandir	<b>Concept:</b> God Ideas of God
<b>Music</b>	<p><b>Performing</b> Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their part? Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? Can they sing a harmony part confidently and accurately? Can they perform parts from memory?</p> <p><b>Challenge</b> Can they use pitches simultaneously to produce harmony by building up simple chords? Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</p>	

	Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?
<b>Languages (French)</b>	<p><b>Speaking and listening</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Listen and show understanding of more complex familiar phrases and sentences.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Follow the text of familiar rhymes and songs identifying the meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Ask and answer more complex familiar questions with a scaffold of responses. Ask for clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures Use familiar vocabulary to say more complex sentences using a language scaffold.</p> <p>Present ideas and information orally to a range of audiences</p> <p>Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Follow the simple text of a familiar song or story and sing or read aloud.</p> <p><b>Reading and Writing</b></p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Read and pronounce familiar words accurately using knowledge of letter string sounds as support; observing silent letter rules (applicable in French)</p> <p>Read carefully and show understanding of words, phrases and simple writing Read and show understanding of a complex sentence using familiar language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class.</p> <p>Describe people, places, things and actions orally and in writing Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Write familiar complex sentences from memory with understandable accuracy.</p> <p>Understand basic grammar (French), key features and patterns of the language and how to apply these to build sentences and how they differ from or are similar to English.</p>
<b>Sport/PE/Dance</b>	<p><b>Acquiring and developing skills</b></p> <p>Can they link skills, techniques and ideas and apply them accurately and appropriately?</p> <p>Do they show good control in their movements?</p> <p><b>Evaluating and improving</b></p> <p>Can they compare and comment on skills, techniques and ideas that they and others have used?</p> <p>Can they use their observations to improve their work?</p> <p><b>Health and fitness</b></p> <p>Can they explain some important safety principles when preparing for exercise?</p> <p>Can they explain what effect exercise has on their body?</p>

	<p>Can they explain why exercise is important?</p> <p><b>Outdoor/ adventurous</b></p> <p>Can they follow a map in an unknown location?</p> <p>Can they use clues and compass directions to navigate a route?</p> <p>Can they change their route if there is a problem?</p> <p>Can they change their plan if they get new information?</p> <p><b>Athletics</b></p> <p>Are they controlled when taking off and landing in a jump?</p> <p>Can they throw with accuracy?</p> <p>Can they combine running and jumping?</p> <p>Can they follow specific rules?</p>
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Refer to whole school Enrichment Calendar for external trips related to topics covered in the 2019/20 curriculum cycle.