



**Grateley Primary School**  
**Key Stage Two – Year 5 and 6**  
LTP – Cycle A  
2020-2021



By the end of this unit, children will have an understanding of the Greek Legacy and what they brought to our lives today. They will learn how the Greeks cooked and travelled differently and how their lives have influenced our lives today. The children will also learn about Forces applying this to their everyday life through fun and engaging experiments.

The children will also be learning about Human Geography and applying it to different countries such as Kenya and the UK so they can compare the two. They will also be learning about electricity and how it travels so they understand how light bulbs light up and electrical items work.

**Cultural Capital:** The children will learn about Plato and Aristotle during their Greeks learning and also Benjamin Franklin and Thomas Edison during their Electricity learning.

### **Diversity**

Develop children's knowledge understanding and empathy of other cultures outside of Grateley and the local areas.

### **Engaged**

We want children to be motivated learners, to develop their own learning and enquiring minds.

### **Community**

Develop children's knowledge understanding of the people living in Grateley and surrounding areas, where each member provides something of value.

	Autumn 1	Autumn 2
<b>Creative Title</b>	<b>Greek Legacy</b>	<b>Buzz</b>
<b>Enquiry Question</b>	<b>Why are the Ancient Greeks Still Important Today?</b>	<b>How does Electricity travel?</b>
<b>Science</b>	<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>Forces (8)</b>  <b>Forces</b>            Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object?            Can they identify the effects of air resistance, water resistance and friction that act between            Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?  <b>Challenging)</b></p>	<p><b>Electricity (8)</b>  <b>Electricity</b>            Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)            Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches?            Can they use recognised symbols when representing a simple circuit in a diagram?  <b>Challenging)</b>            Can they make their own traffic light system or something similar?            Can they explain the danger of short circuits?</p>

	<p>Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)</p> <p>Can they design very effective parachutes?</p> <p>Can they work out how water can cause resistance to floating objects?</p>	<p>Can they explain what a fuse is?</p> <p>Can they explain how to make changes in a circuit?</p> <p>Can they explain the impact of changes in a circuit?</p> <p>Can they explain the effect of changing the voltage of a battery?</p>
<p><b>History</b></p>	<p><b>Greeks</b></p> <p><b>Chronological understanding</b></p> <p>Can they place periods of history on a timeline showing periods of time?</p> <p>Can they use their mathematical skills to round up time differences into centuries and decades?</p> <p><b>(Challenging)</b></p> <p>Can they use their mathematical skills to help them work out the time differences between certain major events in history?</p> <p><b>Knowledge and interpretation</b></p> <p>Can they explain how events from the past has helped shape our lives?</p> <p>Can they understand the main difference between Athens and Sparta?</p> <p>Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?</p> <p>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p> <p>Do they recognise that the lives of wealthy people were very different from those of poor people?</p> <p>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p> <p><b>(Challenging)</b></p> <p>Can they recognise that people's way of life in the past was dictated by the work they did?</p> <p>Do they appreciate that the food people ate was different because of the availability of different sources of food?</p> <p>Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?</p>	

	<p>Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?</p> <p><b>Historical enquiry</b></p> <p>Can they research two versions of an event and say how they differ?</p> <p>Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</p> <p>Can they give more than one reason to support an historical argument?</p> <p>Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p> <p><b>(Challenging)</b></p> <p>Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</p>	
<p><b>Geography</b></p>		<p><b>Human Geography – Kenya – Economic Activity, Trade Links, Natural Resources</b></p> <p><b>Human Geography</b></p> <p>Can they explain why people are attracted to live in cities?</p> <p>Can they explain why people may choose to live in a village rather than a city?</p> <p>Can they explain how a locality has changed over time with reference to human features?</p> <p>Can they find different views about an environmental issue? What is their view?</p> <p>Can they suggest different ways that a locality could be changed and improved?</p> <p>Can they explain why people are attracted to live by rivers?</p> <p>Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</p> <p>Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p><b>Challenging</b></p> <p>Can they report on ways in which humans have both improved and damaged the environment?</p>

		Can they name and locate many of the world's major rivers on maps?
<b>Computing</b>	<b>Cryptology</b> (see plan)	<b>We are Engineers - Scratch</b> (see plan)
<b>Design Technology</b>	<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>Stiff and flexible sheet materials</b> Are their measurements accurate enough to ensure that everything is precise? How have they ensured that their product is strong and fit for purpose? <b>Mouldable materials</b> Are they motivated enough to refine and further improve their product using mouldable materials?	<b>Games – Electrical Circuits</b> <b>Electrical and mechanical components</b> Can they incorporate a switch into their product? Can they refine their product after testing it? Can they incorporate hydraulics and pneumatics?
<b>Art</b>		
<b>PDL</b>	<b>Living in the wider world</b> Rights and Respect  1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people's lives 8. a basic understanding of enterprise.	
<b>Religious Education</b>	<b>Concept: ritual/ Rites of passage</b> Describe the concept of <i>ritual</i> .	<b>Concept: interpretation/ Birth narratives</b> Explain the Christian concept of <i>incarnation</i> .

	<p>Describe the rituals in the Sacred Thread ceremony and a ritual used in Christianity.</p> <p>Describe the value of rituals to Hindus and Christians, identifying and describing issues raised.</p> <p>Describe rituals in their own experience.</p> <p>Describe their own response to the concept of <i>ritual</i> and how their response affects their and others' lives.</p>	<p>Explain how the birth narratives reflect the <i>incarnation</i> for Christians.</p> <p>Explain the significance of the <i>incarnation</i> to Christian believers and describe some of the issues it raises.</p> <p>Explain a personal response to the concept of <i>incarnation</i>.</p> <p>Explain how the idea of <i>incarnation</i> might affect their own and others' lives.</p>
<b>Music</b>	See Music Express Scheme	See Music Express Scheme
<b>Languages (French)</b>	See La Jolie Ronde Scheme	
<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>	

By the end of this unit, children will have an understanding of the Victorian Era and how much they significantly influenced our lives today. They will also be learning about the properties of materials and how these can change given the conditions they are exposed to.

The children will then move their learning on further to learning about how the human eye works and how we see. They will learn about light travelling in straight lines as well as about reflection and Newton's first reflecting telescope. The children will learn about the physical Geography of a country in North or South America and compare it to the physical Geography of the UK, particularly focussing on the beaches and costal erosion.

**Cultural Capital:** The children will learn about Isambard Kingdom Brunel, Charles Dickens and Louis Daguerre during the Victorian topic.

## Diversity

Develop children's knowledge understanding and empathy of other cultures outside of Grateley and the local areas.

## Engaged

We want children to be motivated learners, to develop their own learning and enquiring minds.

## Community

Develop children's knowledge understanding of the people living in the Grateley area, where each member provides something of value.

	Spring 1	Spring 2
<b>Creative Title</b>	<b>Innovation Station</b>	<b>There was Light</b>
<b>Enquiry Question</b>	<b>What did the Victorians do for us?</b>	<b>How can you light up your life?</b>
<b>Science</b>	<p><b>Planning</b></p> <p>Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?</p> <p>Can they make a prediction with reasons?</p> <p>Can they use test results to make predictions to set up comparative and fair tests?</p> <p>Can they present a report of their findings through writing, display and presentation?</p> <p><b>Challenging</b></p> <p>Can they explore different ways to test an idea, choose the best way and give reasons?</p> <p>Can they vary one factor whilst keeping the others the same in an experiment?</p> <p>Can they use information to help make a prediction?</p> <p>Can they explain, in simple terms, a scientific idea and what evidence supports it?</p> <p><b>Obtaining and presenting evidence</b></p> <p>Can they take measurements using a range of scientific equipment with increasing accuracy and precision?</p> <p>Can they take repeat readings when appropriate?</p> <p>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></p> <p>Can they decide which units of measurement they need to use?</p> <p>Can they explain why a measurement needs to be repeated?</p> <p><b>Considering evidence and evaluating</b></p> <p>Can they report and present findings from enquiries through written explanations and conclusions?</p> <p>Can they use a graph to answer scientific questions?</p> <p><b>(Challenging)</b></p> <p>Can they find a pattern from their data and explain what it shows?</p> <p>Can they link what they have found out to other science?</p> <p>Can they suggest how to improve their work and say why they think this?</p>	
	<p><b>Properties and Changes of Materials (8)</b></p> <p><b>Properties and changes to materials</b></p> <p>Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?</p> <p>Can they explain how some materials dissolve in liquid to form a solution?</p> <p>Can they describe how to recover a substance from a solution?</p>	<p><b>Light and the Human Eye (8)</b></p> <p><b>Light</b></p> <p>Can they recognise that light appears to travel in straight lines?</p> <p>Can they use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye?</p> <p>Can they explain that we see things because light travels from light sources to our eyes or from light sources to object s and then to our eyes?</p>

	<p>Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating?</p>	<p>Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?</p> <p><b>(Challenging)</b></p> <p>Can they explain how different colours of light can be created?</p> <p>Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope)</p> <p>Can they explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.</p>
<p><b>History</b></p>	<p><b>Victorians</b> <b>Knowledge and interpretation</b></p> <p>Can they describe historical events from the different period/s they are studying/have studied?</p> <p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>Can they identify causes and consequences of an historical event?</p> <p>Can they interpret the past, identifying how views and opinions have changed over time?</p> <p><b>(Challenging)</b></p> <p>Can they discuss how and why an historical event can vary in significance for different people/countries?</p>	
<p><b>Geography</b></p>		<p><b>Comparison UK/Europe/N/S America – beach and coast erosion</b> <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 physical features?</p> <p>Can they accurately use a 4 figure grid reference?</p> <p>Can they create sketch maps when carrying out a field study?</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?  Can they use it in different contexts?</p> <p><b>Human Geography</b></p> <p>Can they give an extended description of the human features of different places around the world?  Can they map land use with their own criteria?  Can they describe how some places are similar and others are different in relation to their physical features?</p> <p><b>Challenging</b></p> <p>Can they explain how human activity has caused an environment to change?  Can they analyse population data on two settlements and report on findings and questions raised?</p> <p><b>Geographical Knowledge</b></p> <p>Can they recognise key symbols used on ordnance survey maps?</p> <p><b>Challenging</b></p> <p>Can they name and locate the main canals that link different continents?</p>
<b>Computing</b>	<b>CAD Designers</b> (see plan)	<b>Touch Type</b> (see plan)
<b>Design Technology</b>		
<b>Art</b>	<p><b>3D/Textiles</b></p> <p>Do they experiment with and combine materials and processes to design and make 3D form?  Can they sculpt clay and other mouldable materials?  Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p> <p><b>Sketch books</b></p> <p>Do they keep notes in their sketch books as to how they might develop their work further?  Do they use their sketch books to compare and discuss ideas with others?</p> <p><b>Knowledge</b></p> <p>Can they experiment with different styles which artists have used?  Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>	<p><b>Collage</b></p> <p>Can they use ceramic mosaic to produce a piece of art?  Can they combine visual and tactile qualities to express mood and emotion?  Can they justify the materials they have chosen?  Can they combine pattern, tone and shape?</p> <p><b>Drawing</b></p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?  Do they successfully use shading to create mood and feeling?  Can they organise line, tone, shape and colour to represent figures and forms in movement?  Can they show reflections?  Can they explain why they have chosen specific</p>

<p style="text-align: center;"><b>PDL</b></p>	<p><b>Health &amp; Wellbeing</b> Goals and the future S&amp;RE</p> <ol style="list-style-type: none"> <li>1. what is meant by a healthy lifestyle</li> <li>2. how to maintain physical, mental and emotional health and wellbeing</li> <li>3. how to manage risks to physical and emotional health and wellbeing</li> <li>4. ways of keeping physically and emotionally safe</li> <li>5. about managing change, such as puberty, transition and loss</li> <li>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>7. how to respond in an emergency</li> <li>8. to identify different influences on health and wellbeing</li> </ol>	
<p style="text-align: center;"><b>Religious Education</b></p>	<p><b>Concept: good/evil and avatars/Festive of Holi</b> Describe the concepts of <i>good</i> and <i>evil</i>. Describe ways in which Hindus remember <i>good</i> and <i>evil</i> in the story and celebrations of Holi. Describe the value of the ways in which good over evil is celebrated and identify an issue raised. Describe their responses to the concepts of <i>good</i> and <i>evil</i>. Describe incidents in their own and others' lives where good comes out of evil.</p>	<p><b>Concept: resurrection/The empty cross</b> Explain the meaning of <i>resurrection</i>. Explain the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christians. Evaluate the significance of resurrection by explaining its importance to Christians and identifying some issues raised. Explain their own responses to the concept of <b>resurrection</b>. Explain how responses to the idea of resurrection affect the way people live.</p>
<p style="text-align: center;"><b>Music</b></p>	<p>See Music Express Scheme</p>	
<p style="text-align: center;"><b>Languages (French)</b></p>	<p>See La Jolie Ronde Scheme</p>	
<p style="text-align: center;"><b>Sport/PE/Dance</b></p>	<p><b>Acquiring and developing skills</b> 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> 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> Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important?</p> <p><b>Dance</b> Can they compose their own dances in a creative and imaginative way? Can they perform to an accompaniment, expressively and sensitively? Are their movements controlled? Does their dance show clarity, fluency, accuracy and consistency?</p>	

	<p><b>Games</b></p>
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Can they gain possession by working as a team?

Can they pass in different ways?

Can they use forehand and backhand with a racquet?

Can they field?

Can they choose the best tactics for attacking and defending?

Can they use a number of techniques to pass, dribble and shoot?

By the end of this unit, children will have a deeper understanding of Mountain ranges around the world. They will learn about the physical geography of mountains and compare them to each other as well as exploring which mountains can be climbed relatively easy and which can't, understanding why.

The children will then move their learning on to the Vikings, understanding where they fit into the history timeline, exploring historical artefacts, as well as learning about the Vikings way of living and how it differs from their way of life.

In Science the children will be learning about the human body, including changes during puberty and stages of growth in animals.

**Cultural Capital:** children's knowledge about people of significance will increase. This term they will be learning about Erik the Red in the Vikings topic.

## Diversity

Develop children's knowledge understanding and empathy of other cultures outside of Grateley and the local areas.

## Engaged

We want children to be motivated learners, to develop their own learning and enquiring minds.

## Community

Develop children's knowledge understanding of the people living in Grateley and surrounding areas, where each member provides something of value.

	Summer 1	Summer 2
<b>Creative Title</b>	<b>Mountains</b>	<b>Viking Raids</b>
<b>Enquiry Question</b>	<b>Would you climb one of the amazing peaks?</b>	<b>Where the Vikings Raiders or Traders?</b>
<b>Science</b>	<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>Life Cycles and Human Development (8)</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?            Can they describe the ways in which nutrients and water and transported within animals, including humans?</p> <p><b>(Challenging)</b>            Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies?            Can they compare the organ systems of humans to other animals?            Can they make a diagram of the human body and explain how different parts work and depend on one another?            Can they name the major organs in the human body?</p>	

	<p>Can they locate the major human organs? Can they make a diagram that outlines the main parts of a body?</p> <p><b>Changes:</b> Can they describe the changes experienced in puberty? Can they draw a timeline to indicate stages in the growth and development of humans?</p> <p><b>Animals, including humans</b> Can they describe the changes as humans develop to old age?</p>	
<p><b>History</b></p>		<p><b>Vikings</b> <b>Chronological understanding</b> Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work exact time scales and differences as need be?</p> <p><b>Challenging)</b> Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p> <p><b>Historical enquiry</b> Can they test out a hypothesis in order to answer a question? Do they appreciate how historical artefacts has helped us understand more about British lives in the present and past? <b>(Challenging)</b> Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</p>
<p><b>Geography</b></p>	<p><b>Mountain Ranges of the World – The Alps, Atlas Mountains, Mount Everest, Rockies</b> <b>Physical Geography</b> Can they give extended description of the physical features of different places around the world? Can they describe how some places are similar and others are different in relation to their human features? Can they accurately use a 4 figure grid reference? Can they create sketch maps when carrying out a field study? <b>Challenging</b></p>	

	Can they plan a journey up a mountain thinking about the physical challenges of the mountain?	
<b>Computing</b>	<b>We are Artists - Scratch</b> (see plan)	<b>We Are Web Developers</b> (see plan)
<b>Design Technology</b>		<p><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?</p>
		<p>Ready Steady Cook – Savoury Cooking Challenges  <b>Cooking and nutrition</b>  Can they describe what they do to be both hygienic and safe?  How have they presented their product well?  Can they explain how their product should be stored 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?</p>
<b>Art</b>	<p><b>Sketching</b>  <b>Drawing</b>  Can they explain why they have combined different tools to create their drawings?  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> <p><b>Painting</b></p> <p>Can they explain what their own style is?</p> <p>Can they use a wide range of techniques in their work?</p> <p>Can they explain why they have chosen specific painting techniques?</p> <p><b>Knowledge</b></p> <p>Can they make a record about the styles and qualities in their work?</p> <p>Can they say what their work is influenced by?</p> <p>Can they include technical aspects in their work, e.g. architectural design?</p>	
<b>PDL</b>	<p><b>Relationships</b></p> <p>Understanding other people S&amp;RE</p> <ol style="list-style-type: none"> <li>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>2. how to recognise and manage emotions within a range of relationships</li> <li>3. how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>4. how to respond to risky or negative relationships and ask for help</li> <li>5. how to respect equality and diversity in relationships.</li> </ol>	
<b>Religious Education</b>	<p><b>Concept: salvation: Christian story</b></p> <p>Describe the concept <i>creation</i>.</p> <p>Describe the Christian and Hindu creation stories.</p> <p>Describe why they think Christians and Hindus value these stories.</p> <p>Describe their response to concept <i>creation</i>.</p> <p>Describe examples of how their response to <i>creation</i> relates to their own and others' lives.</p>	<p><b>Concept: cycle of life</b></p> <p><b>Night of Shiva</b></p>
<b>Music</b>	See Music Express Scheme	
<b>Languages (French)</b>	See La Jolie Ronde Scheme	
<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? Can they explain why exercise is important?</p> <p><b>Outdoor/ adventurous</b></p> <p>Can they follow a map in an unknown location? Can they use clues and compass directions to navigate a route? Can they change their route if there is a problem? 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? Can they throw with accuracy? Can they combine running and jumping? 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 2020/2021 curriculum cycle.