

Wybunbury Delves Curriculum Overview 2019-2020

	Year1			Year 2			Year 3		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Transport and Journeys	Zoology	By the Seaside	Super Heroes	Space	Romans	Ancient Egypt	Vikings	Robots/Environment
Story	Hundred Decker Bus by Mike Smith Author: Oliver Jeffers	Zoology by Jollette Jolvret Author: Anthony Browne	Lighthouse Keepers Lunch Author:	The day I lost my superpowers By Michael Escoffier	Man on the Moon: A Day in the Life of Bob By Simon Bartram	I was there... Boudicca's Army By Hilary McKay	There's a Pharaoh in my Bath – Jeremy Strong	How to Train Your Dragon - Cressida Cowell	Iron Man/Iron Woman - Ted Hughes
Enrichment	Library Visit <i>Poetry Week</i> <i>Anti-Bullying Week</i>	Theme Day <i>Interfaith Week</i> <i>Science Week</i>	Theme Day <i>VE Commemoration</i> <i>British values Week</i>	Library Visit Theatre Visit Theme Day <i>Poetry Week</i> <i>Anti-Bullying Week</i>	Space Visit Theme Day <i>Interfaith Week</i> <i>Science Week</i>	Roman Visit Theme Day <i>VE Commemoration</i> <i>British values Week</i>	Living History Day Theatre Visit <i>Poetry Week</i> <i>Anti-Bullying Week</i>	Viking Visit Theme Day <i>Interfaith Week</i> <i>Science Week</i>	Ironbridge visit Theme Day <i>VE Commemoration</i> <i>British values Week</i>
Values	Goodness – Harvest celebration Peace – Remembrance Gentleness – Christmas	Respect – Interfaith Week Love – Valentine Forgiveness – Easter	Self-Control Kindness Joy	Goodness – Harvest celebration Peace – Remembrance Gentleness – Christmas	Respect – Interfaith Week Love Forgiveness – Easter	Self-Control Kindness Joy	Goodness – Harvest celebration Peace – Remembrance Gentleness – Christmas	Respect – Interfaith Week Love – Valentine Forgiveness – Easter	Self-Control Kindness Joy – Leavers Service
English	Phonics and Reading Writing Spelling and SPAG <i>National Curriculum</i>	Phonics and Reading Writing Spelling and SPAG <i>National Curriculum</i>	Phonics and Reading Writing Spelling and SPAG <i>National Curriculum</i>	Phonics and Reading Writing Spelling and SPAG <i>National Curriculum</i>	Phonics and Reading Writing Spelling and SPAG <i>National Curriculum</i>	Phonics and Reading Writing Spelling and SPAG <i>National Curriculum</i>	Phonics and Reading Writing Spelling and SPAG <i>National Curriculum</i>	Phonics and Reading Writing Spelling and SPAG <i>National Curriculum</i>	Phonics and Reading Writing Spelling and SPAG <i>National Curriculum</i>
Maths Power Maths Scheme	Number and Place Value Number +/- Geometry	Number and Place Value Number +/- Measurement	Number and Place Value Number x ÷ Fractions Geometry Measurement	Number and Place Value Number +/- Measurement Number x ÷	Number x ÷ Statistics Measurement – length/height Geometry Fractions	Geometry Number + / - Measurement – time Measurement - Weight	Number and Place Value Number +/- Number x ÷	Measurement - money Number x ÷ Statistics Measurement – length Fractions	Fractions Geometry Measurement – time Measurement - mass
Science	Everyday materials Distinguish between object &	Animals including humans -identify & name a variety of	Plants -identify & name a variety of common wild & garden plants	Uses of Everyday Materials Identify and compare suitability of	Living things and their habitats Explore & compare differences	Living things – Plants Observe & describe how seeds, bulbs	Light <i>Children will use the question: "How did the Ancient Egyptians see?" to explore light and</i>	Plants <i>Children will build upon their Y2 learning and use Viking's farming technology to study and</i>	Forces and Magnets <i>Children will investigate forces and magnets</i>

	<p>material made from</p> <p>Identify and name variety of everyday materials (wood, plastic, glass, metal, water, rock)</p> <p>Describe <u>simple</u> physical properties of variety of everyday materials</p> <p>Compare & group together a variety of everyday materials based on above</p> <p>Seasonal changes</p> <p>-observe changes across 4 seasons, -observe & describe weather</p> <p>-how day length varies.</p>	<p>common animals</p> <p>- carnivores, herbivores and omnivores</p> <p>-Identify & describe basic structure of a variety of common animals</p> <p>-identify, name, draw label basic parts of human body & senses</p> <p>Seasonal changes</p> <p>-observe changes across 4 seasons, -observe & describe weather</p> <p>-how day length varies.</p>	<p>(deciduous / evergreen)</p> <p>Identify & describe basic structure of a variety of common flowering plants, including trees.</p> <p>Seasonal changes</p> <p>-observe changes across 4 seasons, -observe & describe weather</p> <p>-how day length varies.</p>	<p>variety of everyday materials for particular uses (wood, plastic, glass, metal, water, rock etc)</p> <p>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting, stretching, bending.</p>	<p>between things living, dead and things that have never lived</p> <p>Identify that most living things live in habitats to which suited & describe how different habitats provide for basic needs of different kinds of animals and plants & dependency.</p> <p>Identify animals & their habitats.</p> <p>Simple food chains</p> <p>notice that animals including humans have offspring that grow into adults</p> <p>Find out about and describe basic needs of animals for survival</p> <p>importance for humans of exercise, diet and hygiene.</p> <p>Animal including humans</p> <p>Pupils should be taught to:</p>	<p>grow into mature plants</p> <p>Find out and describe how plants need water, light and suitable temperature to stay healthy</p> <p>-Identify and name plants</p>	<p><i>investigate shadow.</i></p> <p>- recognise that they need light in order to see things and that dark is the absence of light</p> <p>- notice that light is reflected from surfaces</p> <p>- recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>- recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>- find patterns in the way that the size of shadows change.</p> <p>Rocks</p> <p><i>Children will use the question: How did the Egyptians build the pyramids?" to investigate rocks.</i></p> <p>- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>- describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>- recognise that soils are made from rocks and organic matter.</p>	<p><i>build upon their plant knowledge.</i></p> <p>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>- 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</p> <p>- investigate the way in which water is transported within plants</p> <p>- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Animals including Humans</p> <p><i>Children will use a typical viking's diet to investigate what both animals and humans need to survive.</i></p> <p>- 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</p> <p>- identify that humans and some other animals have skeletons and muscles for support,</p>	<p><i>through a series of experiments</i></p> <p>-compare how things move on different surfaces</p> <p>- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>-observe how magnets attract or repel each other and attract some materials and not others</p> <p>-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</p> <p>- describe magnets as having 2 poles</p> <p>- predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>
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					notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air), describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.			protection and movement.	
Computing	Children can link learning from their history topic to create picture boards of trains. Children will save images, add images and text to PicCollages. Children could also present their creations using AirServer. App: PicCollage	Use the app, ChatterKid, to create animal fact-file profiles. Children will have to research different animals and have only 30 seconds to record as much information as possible in the form of their talking animated animal. These can be	Children will create their own stories using the app, PuppetPals. Children will add text, images and create their own storylines/plot. These stories can be shared online and screenshots can provide a study work page App: PuppetPals	Children can create their own superhero-inspired comic books. Comic books can be print screened or saved to Google Drive to then print/open. App: Seedling Comic Studio	Children to research and create their own Google Slide Powerpoint Presentation on a topic of their choice (planet, rocket, etc...). Children can save their slides to Google Drive - these can then be shared via link. Teach children to screenshot -	Children can create their own quizzes/gameshows using the iPads all around their Roman learning. Children will add soundbites, research answers and play each others quizzes. Quizzes can be uploaded to QuizCloud and played. Screenshots shown within study work as evidence. App: Quiz Maker	Coding <i>Children will complete coding sequences, create algorithms and debug through a series of set coding lessons throughout the term.</i> - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with	Coding <i>Children will complete coding sequences, create algorithms and debug through a series of set coding lessons throughout the term.</i> - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with	Coding <i>Children will complete coding sequences, create algorithms and debug through a series of set coding lessons throughout the term.</i> - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with

		<p>uploaded to Google Drive and saved as QR codes or screenshots can be used for study work</p> <p>App: ChatterKid</p>			<p>save images - add text. Screenshots within study work.</p> <p>App: Google Slides Supporting app: Moon Walk (Augmented Reality)</p>		<p>variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>E-Safety</p> <p><i>Children will explore e-safety through a series of lessons through the Google Interland programme</i></p> <p>- 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 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Project</p> <p><i>Children will create their own Ancient Egypt websites using Google Sites</i></p>	<p>variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>E-Safety</p> <p><i>Children will explore e-safety through a series of lessons through the Google Interland programme</i></p> <p>- 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 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Project</p> <p><i>Children will create their own greenscreen news reports using the app DOink.</i></p>	<p>variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>E-Safety</p> <p><i>Children will explore e-safety through a series of lessons through the Google Interland programme</i></p> <p>- 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 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Project</p> <p><i>Children will use the app StopMotion and Dolink to create stop motion animations of dancing robots.</i></p> <p>- select, use and combine a variety of</p>
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									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.
RE	<p>Aut 1 What is Good news? What good news stories do we find in the Bible?</p> <p>Aut 2 Incarnation What can be learnt about Jesus from the Nativity Story?</p>	<p>Spr 1 Kingdom of God What did Jesus say about the Kingdom of God?</p> <p>Interfaith week</p> <p>Spr 2 Forgiveness Why did Jonah change his mind?</p>	<p>Sum 1 Holy Spirit How did the Holy Spirit change the disciples after the Day of Pentecost?</p> <p>Sum 2 Creation How did Adam and eve spoil creation in Genesis?</p> <p>Judaism ½ term (Covenant) Why is Joseph important to Jewish people?</p>	<p>Good News How does the Bible show Jesus living his life as good news? How do you know when you feel better inside or outside?</p> <p>Incarnation What does the visit of the magi tell Christians about Jesus?</p>	<p>Kingdom of God Why did Jesus teach his disciples to pray the Lord's Prayer: Your kingdom come?</p> <p>Interfaith – Judaism, ½ term (Covenant, Shabbat) How do Jews show love for God in everyday life?</p> <p>Forgiveness How does prayer help Christians start again?</p>	<p>Holy Sprit What do Christian symbols teach about the Holy Spirit?</p> <p>Creation Why do Christians look after their local environment?</p>	<p>Autumn 1: Good News How do christians believe that God speaks good news through the life of Jesus</p> <p>Autumn 2: Incarnation Why are titles given to Jesus at Christmas time?</p>	<p>Spring 1: the Kingdom of God What do Jesus' parables tell Christitans the Kingdom of God is like?</p> <p>Spring 2: What do Muslims say God is like?</p>	<p>Summer 1: Holy Spirit What does Christian art teach us about the Trinity?</p> <p>Summer 2: Why is muhammed (PBUH) important to muslims?</p>
History	<p>Events beyond Living memory that are significant nationally. First trains – Flying Scotsman, links to Crewe Railways.</p>	<p>Significant historical events, people and places on their own locality.</p> <p>George Mottershead and the</p>	<p>Significant individuals from the past who have contributed to National or International achievements.</p>	<p>NC: Significant historical events, people and places in their own local history. NC: Changes within living memory that are used to reveal aspects of</p>	<p>NC: Significant individuals from the past who have contributed to National or International achievements. Some should</p>	<p>NC: Events beyond living memory that are significant nationally or globally.</p> <p>The Roman Empire and its impact on Britain.</p>	<p>Ancient Egyptian Study</p> <p><i>Children will research/investigate the Ancient Egyptian achievements.</i></p> <p>- Pupils should be taught about the</p>	<p>Anglo Saxons/Scots to Viking invasions of Britain</p> <p><i>Children will explore the historic period of Anglo Saxons/The Scots through to the viking invasions</i></p>	<p>A historic study into the growth of technology within Britain.</p> <p><i>Children we learn all about the rapid growth of technology, including the creation of the internet and mobile</i></p>

	<p>Significant individuals in the past who have contributed to national and international achievements.</p> <p>Montgolfier Brothers with the first hot air balloon flight.</p>	History of Chester Zoo.	<p><i>Why do we remember Grace Darling?</i></p> <p><i>Changes in the seaside from when grandparents and great parents visited the seaside.</i></p>	<p>change to national life.</p> <p>Heroes – who are our heroes? Link to Wyburnbury Heroes, Olympic heroes, WWI and WWII.</p>	<p>be used to compare aspects of life in different periods.</p> <p>Look at the 'Space Race' journeys of Neil Armstrong and compare to the first woman in space: Valentina Tereshkova</p>	<p>Boudicca Why do we remember her? What role did she play? How did she influence others?</p>	<p>achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: <i>Ancient Egypt</i></p>	<p>- Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots</p> <p>- Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><i>phone usage.</i></p> <p>- Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
Geography	<p>Locational knowledge Name, locate and identify characteristics of the four countries of the UK.</p> <p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p>Human and physical geography Identify seasonal and daily weather patterns in the UK.</p>	<p>Human and physical geography Identify seasonal and daily weather patterns in the UK.</p> <p>Find the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</p>	<p>Human and physical geography Identify seasonal and daily weather patterns in the UK.</p> <p>Geographical Skills and Fieldwork Use aerial photographs of local area/landmarks and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. -Use simple compass</p>	<p>Locational knowledge Name and locate and identify characteristics of the capital cities of the four countries of the UK and their surrounding seas. Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment. Understand geographical similarities and differences through studying the human and physical geography of Wyburnbury and a</p>	<p>Locational knowledge naming and locating the world's 7 continents and introduce the 5 oceans.</p> <p>Human and physical geography Use aerial photographs on a larger scale and plan perspectives to recognise landmarks and basic human and physical features. Google earth linked to space.</p>	<p>Geographical / fieldwork skills & key vocab. Use world maps, atlases and globes to identify the UK and the continents and oceans linked to the Romans.</p> <p>Use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p>	<p>Deserts <i>Children will use the Sahara desert to learn all about deserts within the world, including the Arctic and Antarctic.</i></p> <p><u>Human and Physical Geography</u> - describe and understand key aspects of physical geography</p> <p><u>Geographical Skills and Fieldwork</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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</p>	<p>Viking Voyages <i>Children will use Viking invasions to explore Europe and use technology to map invasions and Viking conquests.</i></p> <p><u>Locational Knowledge</u> - 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 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>	<p>Non-Renewable/Renewable Energy <i>Children will explore energy use within the UK and the positives and negatives of using renewable energy.</i></p> <p><u>Human and Physical Geography</u> - describe and understand key aspects of human geography - energy use within the UK(farming)</p>

			<p>directions (north, south, east and west) and</p>	<p>contrasting non-European country.</p>			<p>knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> - 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. 	<p>(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - 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. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> - describe and understand key aspects of physical geography - vegetation belts (farming) <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - use fieldwork to observe, measure, 	
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Art	<p>Sculpture Style of art: Canal art</p> <p>Use drawing and painting to develop and share ideas and imagination. Develop a wide range of art techniques in using colour, texture and shape. Consider colour choices for mood in art work. Learn primary colours and secondary colours to mix for canal art.</p>	<p>Artists in history Artist: Henri Rousseau Skills: Colour, Line Layering, perspective, multi -media.</p> <p>Cut, roll and coil materials</p> <p>Children draw a visit of them and an animal to the zoo – show how people feel in paintings and drawings.</p>	<p>Artists in history Artist: David Hockney Skills: Explore modern art, photography to create large scale collage/ piece work. Describe the differences and similarities between different practices and disciplines.</p> <p>Repeated patterns</p>	<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Artist: Roy Litchenstein</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>3D planet sculptures as part of our big art week</p> <p>Artist: Van Gogh</p> <p>Create your own inspired Starry Night.</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use sculpture to develop and share their ideas, experiences and imagination</p> <p>Sculpture: Create your own piece of Roman inspired pottery</p>	<p>Egyptain Art</p> <p>Children will use Ancient Egypt as an artistic inspiration including making canopic jars, hieroglyphics and papyrus painting.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (clay) - about great artists, architects and designers in history. 	<p>Clay Dragon Eyes</p> <p><i>Children will research famous eye artists and go on to create their own clay dragon eyes.</i></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (clay) - about great artists, architects and designers in history. 	<p>Recycled Art</p> <p><i>Children will learn about jane Perkins and create their own recycled sculpture artwork.</i></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (recycled materials) - about great artists, architects and designers in history (<u>Jane Perkins</u>)
DT	<p>Design and make -Design a structure based on design criteria -Develop ideas and designs through drawings.</p>	<p>Design, make and evaluate</p> <p>Decide on design criteria for puppet linked to animals.</p>	<p>Design and make and evaluate</p> <p>Cooking and nutrition Make Mr Grinling a</p>	<p>Textiles: (Design make and evaluate)</p> <p>Sewing running stitch making masks</p>	<p>Cooking and Nutrition Cutting and mixing skills Make a healthy meal for the astronauts to</p>	<p>Construction: Design and make a catapult. Cut strip wood/dowel using hacksaw and bench hook (with goggles) Observe</p>	<p>Ancient Egyptian Bread (Cooking)</p> <p><i>Children will research an Ancient Egyptian's diet and bake their own bread from scratch.</i></p>	<p>Viking Bag</p> <p>Children will design, make and evaluate their own Viking bag - using sewing, computer design and strength testing.</p>	<p>Robot Jitterbugs</p> <p><i>Children will take part in a robot building project including knowledge of circuits, constructions and electrical units.</i></p>

	<p>-Experiment with cutting techniques. Explore and use wheels and axles to make a moving car or bus.</p>	<p>Design, make and evaluate a puppet. Use templates, cut and sew puppet. Design decorations for puppet. Evaluate puppet against design criteria.</p>	<p>healthy snack reading Mr Grinling Picnic. Evaluate existing fruit kebabs and fruit salads. Design your own. Cut fruit to make a fruit kebab or fruit salad</p>	<p>Design purposeful functional and appealing products for themselves based on a design criteria</p>	<p>have upon returning to earth.</p>	<p>glue gun used by an adult</p>	<p><u>Cooking & Nutrition</u></p> <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet - cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet - become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] - understand the source, seasonality and characteristics of a broad range of ingredients 	<p><u>Design</u></p> <ul style="list-style-type: none"> - 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 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks 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 <p><u>Evaluate</u></p> <ul style="list-style-type: none"> - 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 	<p><u>Design</u></p> <ul style="list-style-type: none"> - 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 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks 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 <p><u>Evaluate</u></p> <ul style="list-style-type: none"> - 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
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								<p>their work</p> <ul style="list-style-type: none"> - understand how key events and individuals in design and technology have helped shape the world <p><u>Technological Knowledge</u></p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<ul style="list-style-type: none"> - understand how key events and individuals in design and technology have helped shape the world <p><u>Technological Knowledge</u></p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use electrical systems in their - apply their understanding of computing to programme, monitor and control their products.
Music	<p>Aut 1: Hey You Instrumental, improvisation and composition</p> <p>Aut 2: Rhythm in the way we walk & Banana Rap Singing and performance</p>	<p>Spr 1: In the Groove Instrumental, improvisation and composition</p> <p>Spr 2: Round and Round Singing and performance</p>	<p>Sum 1: Your Imagination Instrumental & improvisation</p> <p>Sum 2: Reflect, rewind and replay Revision</p>	<p>Aut 1: <i>Hands, feet, heart</i> Instrumental, improvisation & composition</p> <p>Aut 2: <i>Ho Ho Ho</i> Singing and performing</p>	<p>Spr 1: <i>I Wanna Play in a Band</i> Glockenspiel - Instrumental, improvisation & composition</p> <p>Spr2: <i>Zootime</i> Instrumental, improvisation & composition</p>	<p>Sum 1: <i>Friendship Song</i> Instrumental, improvisation & composition</p> <p>Sum 2: <i>Reflect, Rewind, Replay</i> Reflect, rewind and replay Revision</p>	<p>Aut 1: Let Your Spirit Fly – singing in 2 parts</p> <p>Aut 2: Glockenspiel Stage1 – musical language</p>	<p>Spr 1: Three Little Birds – Reggae and Bob Marley</p> <p>Spr 2: The Dragon Song – singing in 2 parts Music from around the world</p>	<p>Sum 1: Bringing us Together – disco music</p> <p>Sum 2: Reflect, rewind and replay Revision</p>
PE	<p>Invasion Skills 1 – children will develop their skills of spatial awareness, direction, control and their ability to dribble a ball.</p>	<p>Gymnastics – pathways: small and long – children will link skills to perform actions and sequences of</p>	<p>Net and Wall Game Skills 1 - children will show increasing control over an object in pushing, patting,</p>	<p>Invasion Skills 2 – children will learn some principles of attacking and defending including intercepting, dodging and</p>	<p>Dance – Space Race – children can work as a team to create movement and gain understandin</p>	<p>Net and Wall Game Skills 2 – children will develop their grip, stance and control using a ball in tennis. They will then learn how to send and receive a</p>	<p>Netball – during this term children will begin to play high5 netball related games. Children will learn how to control and pass a ball, pivot and land on a different foot. All of these skills will be put into practise</p>	<p>Gymnastics 1 – children will learn to perform different gymnastic shapes, hold positions with stability and control and move safely on apparatus.</p> <p>Athletics – during this term children will</p>	<p>Badminton/Swimming – children will learn how to consistently return a shuttle, perform a forehand and backhand serve, demonstrate different badminton movements and learn</p>

	<p>Dance – Animals – children will follow simple movement patterns at different levels, speeds and through a variety of pathways.</p>	<p>movements. They will develop their understanding of how to travel at different levels and patterns.</p> <p>Athletics 2 – children will learn how to warm up safely and sustain their performance. They will demonstrate sporting values and learn how to run and change direction at different speeds.</p>	<p>throwing, catching or kicking it. Children will also learn how to communicate effectively with others and show an understanding of rules in different games.</p> <p>Striking and Field Game Skills 1 – children are beginning to learn the fundamental skills of rounders and cricket. They learn to throw underarm, catch a ball in flight and strike accurately.</p>	<p>controlling the possession of a ball.</p> <p>Gymnastics – pathways: straight, zipzag and curving – children will learn to create sequences of movements which involve different pathways. They will develop their agility, balance and co-ordination.</p>	<p>g of dance techniques.</p> <p>Athletics – during this unit the children will learn all the key skills required to compete in Athletics competitions. They will learn to run in lanes, jump with timing and control and throw in a variety of ways.</p>	<p>ball over a net and use their forehand and backhand.</p> <p>Striking and Field Game Skills 2 - children will learn the key skills of rounders and cricket. They will learn to bowl overarm and underarm, take on the role as a wicketkeeper, develop their fielding skills and put all their skills into practice during a game.</p>	<p>when playing games using netball skills.</p> <p>Dance – Egyptians – the children will learn how to add canon and unison into a dance routine to show creativity. They will learn choreography and well as producing their own.</p>	<p>develop their technique for running, jumping and throwing competitions.</p>	<p>how to use soft and hard hitting shots.</p> <p>Rounders/Swimming – children will learn the key skills involved in playing rounders. They will develop their bowling, batting and throwing skills. The children will also develop an increasing awareness of tactics.</p>
PHSE	<p>HeartSmart Esafety Anti-Bullying Wk Operation Christmas Child Halloween/Bonfire Safety Road Safety Remembrance Day</p>	<p>HeartSmart Esafety Interfaith Week Stranger Danger</p>	<p>HeartSmart Esafety SRE Week Money Matters Week Water and Sun Safety Anti-social behaviour Keeping Healthy Week</p>	<p>HeartSmart Esafety Anti-Bullying Wk Operation Christmas Child Halloween/Bonfire Safety Road Safety Remembrance Day</p>	<p>HeartSmart Esafety Interfaith Week Stranger Danger</p>	<p>HeartSmart Esafety SRE Week Money Matters Week Water and Sun Safety Anti-social behaviour Keeping Healthy Week</p>	<p>HeartSmart Esafety Anti-Bullying Wk Operation Christmas Child Halloween/Bonfire Safety Road Safety Remembrance Day</p>	<p>HeartSmart Esafety Interfaith Week Stranger Danger</p>	<p>HeartSmart Esafety SRE Week Money Matters Week Water and Sun Safety Anti-social behaviour Keeping Healthy Week</p>
MFL							<p>Greetings, Introducing Yourself and Goodbyes The children will recap their Y2</p>	<p>All About Me The children will learn how to understand and follow instructions, name the parts of the body,</p>	<p>Days of the Week and Months of the Year and numbers up to 31.</p>

							<p>knowledge of how to greet someone and then develop this by learning how to ask and answer the following questions:</p> <ul style="list-style-type: none">• What is your name?• What is your age?• How are you? <p><i>Classroom commands will be introduced in French also.</i></p>	<p>identify colours and say what they are wearing.</p> <p><i>Classroom commands will be introduced in French also.</i></p>	<p>In this topic, the children will learn how the days of the week and month of the year. They will learn how to ask: 'What is the date?' and learn how to answer it too. The children will recap numbers 1-10 and learn 10-31.</p> <p><i>Classroom commands will be introduced in French also</i></p>
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