



Year 5 and Year 6 – Elm Class - Curriculum map overview

Long term plans 2024-2025			
Class: Elm		Cycle A	
Learning Journey	Term 1 and 2 Explorers	Term 3 and 4 Eureka!	Term 5 and 6 Once upon a time...
English	Mars Transmission –non-fiction journal One Small Step – narrative adventure Cosmic - narrative science fiction Letter to Scrooge	The Nowhere Emporium – narrative mystery The Firemakers Daughter – narrative adventure Hasp Poetry Competition	Letters from the lighthouse – non-fiction recount Rose Blanche - narrative story Hansel and Gretal - narrative - traditional tale
	Instructions/biography/diary through science/history/geography/art		
Maths	Unit 1 (NCETM Y5) Decimal fractions Unit 13 (NCETM Y6 Unit 12) order of operations and algebra - ongoing Unit 2 (NCETM Y5) Money Unit 3 (NCETM Y5) negative numbers Unit 4 (NCETM Y5) Short multiplication and short division <i>Unit 14 (NCETM Y6 Unit 11) solving problems with two unknowns - Ongoing</i>	Unit 5 (NCETM Y6 Unit 5) Multiplication and Division Unit 6 (NCETM Y5) fractions Unit 7 (NCETM Y6 unit 7) Fractions and Percentages Unit 8 (NCETM Y5 Unit 6) calculating with decimal fractions Unit 9 (NCETM Y5 unit 5) Area and scaling <i>Unit 14 (NCETM Y6 Unit 11) solving problems with two unknowns – Ongoing</i> Unit 15 (NCETM Y6 13) mean average	Revision for KS2 SATS (including content from Cycle B and light touch converting units of measure and angles) KS2 SATS Unit 10 (NCETM Y5 unit 7) Factors, multiples and primes Unit 11 (NCETM Y5 Unit 5) converting units Unit 12 (NCETM Y6 unit 10) angles



Science	<p>Earth and space (Yr 5) Pupils should be taught to:</p> <ul style="list-style-type: none">• describe the movement of the Earth and other planets relative to the sun in the solar system• describe the movement of the moon relative to the Earth• describe the sun, Earth and moon as approximately spherical bodies• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Nicolas Copernicus (1473 – 1543). Had the idea that Earth revolves on its axis and the Earth and other planets orbit around the Sun</p> <p>Galileo Galilei (1564 – 1642). Discovered four of Jupiter's moons. In 1609 was the first person to make a study of the skies with a telescope.</p>	<p>Electricity (yr6) Pupils should be taught to:</p> <ul style="list-style-type: none">• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit• compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches• use recognised symbols when representing a simple circuit in a diagram <p>Thomas Edison (1847-1931). Inventor of the fuse.</p> <p>Benjamin Franklin (1706-90). Showed that lightning is caused by electricity.</p> <p>Forces (yr5) Pupils should be taught to:</p> <ul style="list-style-type: none">• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object• identify the effects of air resistance, water resistance and friction, that act between moving surfaces• recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	<p>Evolution and inheritance (Yr 6) Pupils should be taught to:</p> <ul style="list-style-type: none">• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Charles Darwin (1809 – 1882)</p> <p>Alfred Russel Wallace (1823 - 1913)</p> <p>Richard Owen (1804 – 1882)</p> <p>Properties and changes of materials (yr5) Pupils should be taught to:</p> <ul style="list-style-type: none">• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution• use knowledge of solids, liquids and gases to decide how mixtures might be
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		<p>Sir Isaac Newton (1642 – 1727) – Formulated the laws of motion</p> <p>Archimedes (c.287 - c.212 BC) – Greek inventor</p> <p>Christopher Cockerell (1910- 1999)</p>	<p>separated, including through filtering, sieving and evaporating</p> <ul style="list-style-type: none"> • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p>John Dalton (1766 - 1844)</p> <p>Marie Curie (1967-1934)</p>
<p>Working scientifically</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments 			



Computing	<p>Online safety -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>					
	<p>Systems and searching (Yr 5) Recognising IT systems around us and how they allow us to search the internet -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</p> <p>Variables in games (Yr6) Exploring variables when designing and coding a game. -use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>		<p>Selection in physical computing (Yr5) Exploring conditions and selection using a programmable microcontroller. - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Webpage creation (Yr6) Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. - 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</p>		<p>Online safety Selection in quizzes (Yr5) Exploring selection in programming to design and code an interactive quiz - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Sensing (Yr6) Designing and coding a project that captures inputs from a physical device. - use sequence, selection, and repetition in programs; work with 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>	
Wellbeing	My feelings	My relationships	My beliefs (Y6 + My rights and responsibilities)	Asking for help (Y5 + My rights and responsibilities)	My body Drugs and Alcohol	Enterprise
RE	What does it mean if Christians believe God is holy and loving?	Why do Christians believe Jesus was the messiah?	What does it mean to be a Muslim in Britain today?	Why is the Torah so important to Jewish people?	Creation and science: Conflicting or complementary?	How does faith help people when life gets hard?



<p>History</p>	<p>Britain's settlement by Anglo-Saxons and Scots -Roman withdrawal from Britain in c AD 410 and the fall of the western Roman Empire -Scot's invasion from Ireland to north Britain (now Scotland) -Anglo-Saxon invasions, settlements and kingdom: place names and village life -Anglo-Saxon art and culture -Christian conversion-Canterbury, Lona and Lindisfarne</p>		<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 WW2 – Battle of Britain</p>
<p>Geography</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-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, 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>		
	<p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>physical geography, including:, volcanoes and earthquakes</p>	<p>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</p>






PE	<p>-use running, jumping, throwing and catching in isolation and in combination</p> <p>- compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
	<p>OAA</p> <p>- take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Football and Netball</p> <p>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Cross Country</p> <p>- develop flexibility, strength, technique, control and balance</p> <p>Gymnastics</p> <p>- develop flexibility, strength, technique, control and balance</p> <p>Forest School/Outdoor Learning</p>	<p>Tag Rugby</p> <p>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Dance – modern</p> <p>- perform dances using a range of movement patterns</p> <p>Swimming</p> <p>- swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>- perform safe self-rescue in different water-based situations.</p> <p>Forest School/Outdoor Learning</p>	<p>Rounders</p> <p>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Dance</p> <p>- perform dances using a range of movement patterns</p> <p>Athletics</p> <p>- develop flexibility, strength, technique, control and balance</p> <p>Forest School/Outdoor Learning</p>



<p>DT</p>	<p>Orrery</p> <p>Design ♣ 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 Make ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>♣ 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 Evaluate ♣ 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 ♣ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Crumble Night Light</p> <p>Design ♣ 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 Make ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>♣ 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 Evaluate ♣ 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 ♣ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Eco- meal</p> <p>-understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
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Art	<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 [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. 					
		<p>Andy Warhol</p> <p>Printing: Create a Pop Art style print in the style of Andy Warhol using polystyrene tiles and string onto different materials.</p>		<p>Landscapes/ natural disasters</p> <p>Painting: select colours, brush size to create mood</p>		<p>Sculpture: using wire to form a skeleton and clay to flesh the sculpture out.</p>
Music	<p>Why we sing</p> <p>Introduction to song writing</p> <p>Christmas concert</p>		<p>Madina tun nabi</p> <p>Building a groove</p> <p>Epoca</p>		<p>Ames au vala tara bal</p> <p>Summer Production</p>	
Languages	Les grandes nombres	Les planetes	C'est moi	Writing a penpal letter	Matisse	Ice cream parlour
	Les planetes	Christmas vocabulary	<ul style="list-style-type: none"> ♣ listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing 			



Year 5 and Year 6 – Elm Class - Curriculum map overview

Long term plans 2025-2026			
Class: Elm		Cycle B	
Learning Journey	Term 1 and 2 Time Travel	Term 3 and 4 Blue Planet	Term 5 and 6 Art through the ages
English	Kensuke’s Kingdom – narrative adventure Goldilocks – non-fiction - newspaper report	Plastic Pollution - non-fiction – Speech Explorers - narrative – adventure Moth - poetry	Thinker’s Rap: My puppy Poet and Me - Poetry – Rap The Fantastic Flying Books of Mr Morris - fantasy
	Instructions/biography/diary through science/history/geography/art		
Maths	Unit 1 (NCETM Y6) Calculating using knowledge of structures (1) Unit 2 (NCETM Y6) Multiples of 1,000 Unit 11 (NCETM Y6 Unit 12) Order of operations and algebra - ongoing Unit 3 (NCETM Y6) Numbers up to 10,000,000 Unit 4 (NCETM Y5 Unit 1) Decimal fractions Unit 5 (NCETM Year 5 Unit 8) Fractions Unit 6 (NCETM Y6 Unit 5) Multiplication and division Unit 12 (NCETM Y6 Unit 11) Solving problems with two unknowns - ongoing	Unit 6 (NCETM Y6 Unit 5) Multiplication and division Unit 7 (NCETM Y6 Unit 6) Area, perimeter, position and direction (including missing coordinates) Unit 12 (NCETM Y6 Unit 11) Solving problems with two unknowns Recap: Year 5 Unit 3 - Negative Numbers Unit 8 (NCETM Y6 Unit 7) Fractions and percentages Unit 9 (NCETM Y6 Unit 8) Statistics Unit 13 (NCETM Y6 Unit 13) Mean average – ongoing Unit 10 (NCETM Y6 Unit 9) Ratio and proportion	Revision for KS2 SATS (including content from Cycle A and light touch converting units of measure and angles) KS2 SATS Unit 13 (NCETM Y6 Unit 13) Mean average Unit 14 (NCETM Y6 Unit 4) Draw, compose and decompose shapes (including circles) Unit 15 (NCETM Y6 Unit 10) Calculating using knowledge of structures (2) Unit 12 (NCETM Y6 Unit 11) Solving problems with two unknowns Unit 11 (NCETM Y6 Unit 12) Order of operations and algebra



<p>Science</p>	<p>Light (Yr6) Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • 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 • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Thomas Young (1773 – 1829) – Wave theory of light. Double-slit experiment.</p> <p>Sir David Brewster (1781 – 1868) - Deduced "Brewster's law" giving the angle of incidence that produces reflected light which is completely polarized; invented the kaleidoscope and the stereoscope, and improved the spectroscope</p> <p>Jean-Bernard-Leon Foucault (1819-1868) – Accurately measured the speed of light</p>	<p>Living things and their habitats (Yr5) Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals <p>David Attenborough Jane Goodall</p> <p>Living things and their habitats (yr 6) Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics <p>Carl Linnaeus Alice Roberts</p>	<p>Animals, including humans (Yr 5) Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age <p>Professor Robert Winston (1940 -) – contemporary scientist</p> <p>Animals including humans (Yr 6) Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans <p>William Harvey (1578 – 1657)</p>
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Working scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments



Computing	<p>Online safety -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>					
	<p>The internet (Yr6) Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. - 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</p> <p>Flat-file databases (Yr5) Using a database to order data and create charts to answer questions. - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>		<p>Video production (Yr 5) Planning, capturing, and editing video to produce a short film. - 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</p> <p>Introduction to spreadsheets (Yr6) Answering questions by using spreadsheets to organise and calculate data. - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>		<p>Vector drawing (Yr5) Creating images in a drawing program by using layers and groups of objects. - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>3D modelling (Yr 6) Planning, developing, and evaluating 3D computer models of physical objects (See DT) -</p>	
Wellbeing	My feelings	My relationships	My beliefs (Y6 + My rights and responsibilities)	Asking for help (Y5 + My rights and responsibilities)	My body Drugs and alcohol	Enterprise
RE	Christians and how to live: what would Jesus do?	Why do some people believe in God and some people not?	Why do Hindu's want to be good?	What do Christians believe Jesus did do to save people?	What kind of King was Jesus?	What matters most to Humanists and Christians?



<p>History</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		<p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
<p>Geography</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-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</p> <p>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>		
	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>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 within North or South America</p>

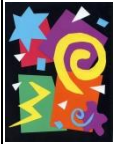




PE	<ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination - compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
	<p>OAA</p> <ul style="list-style-type: none"> - take part in outdoor and adventurous activity challenges both individually and within a team <p>Football and Netball</p> <ul style="list-style-type: none"> - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending <p>Cross Country</p> <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance <p>Gymnastics</p> <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance <p>Forest School/Outdoor Learning</p>	<p>Tag Rugby</p> <ul style="list-style-type: none"> - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending <p>Dance – modern</p> <ul style="list-style-type: none"> - perform dances using a range of movement patterns <p>Swimming</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations. <p>Forest School/Outdoor Learning</p>	<p>Rounders</p> <ul style="list-style-type: none"> - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending <p>Dance</p> <ul style="list-style-type: none"> - perform dances using a range of movement patterns <p>Athletics</p> <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance <p>Forest School/Outdoor Learning</p>



<p>DT</p>	<p>Class Restaurant</p> <ul style="list-style-type: none"> -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Tote Bags</p> <p>Design ♣ 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> <p>Make ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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> <p>Evaluate ♣ 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 ♣ understand how key events and individuals in design and technology have helped shape the world</p>	<p>Marble Run</p> <p>Design ♣ 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> <p>Make ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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> <p>Evaluate ♣ 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 ♣ understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
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Art	<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 [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. 					
	 <p>Henri Matisse 1869-1954 Collage: Create a collage in the style of Henri Matisse using coloured paper and cellophane and justify their choice of material for the different elements.</p>	 <p>Katsushika Hokusai Painting: put the picture into four sections – foreground, middle ground and background.</p>	 <p>William Morris 184-1896 Printing: Create a print on a plate in the style of William Morris. Print onto a tile and overprint colours.</p>			
Music	<p>Hey Mr Miller</p> <p>Christmas performance</p>		<p>Dona nobis pacem</p> <p>Ain't gonna let nobody</p>		<p>Kisne banaaya</p> <p>Summer Production</p>	
Languages	sports	Writing to a penpal Christmas letter to penpal	En ville Places	Je suis musician	Food – cafe	Food - Healthy eating
	<ul style="list-style-type: none"> ♣ listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing 					