

CREATIVE CURRICULUM MEDIUM TERM PLANNING 2021-2022 - CYCLE ONE

		Cycle one 2021	Cycle Two 2022	Cycle Three 2022
JUPITER Y1/2	Topic title	Time travellers	Tadcaster and Beyond	Come fly with me
	Driver	History	Geography	Science
SATURN Y3/4	Topic title	Time travellers	Tadcaster and Beyond	Come fly with me
	Driver	History	Geography	Science
NEPTUNE Y5/6	Topic title	Time travellers	Tadcaster and Beyond	Come fly with me
	Driver	History	Geography	Science

JUPITER	Tadcaster and Beyond		
Subject area	Objectives		
TPA Cultural capital	Local history and comparing a contrasting location and culture beyond Tadcaster (Kenya)		
Key texts	The Enormous Turnip, Our Local Area, The Disgusting Sandwich. Lila and The Secret of the Rain,		
Science Plants	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	History: Understand significant historical events, people and places in their own locality.	Historical Enquiry - Calcaria <ul style="list-style-type: none"> Describe the life of significant individuals from the past including Talk about how individuals in the past changed our 'today'. Brunel. Recognise some differences between the past and present in their own lives and those of people they know. Describe a significant person, place or event in local history and talk about how it changed the locality.

<p>Seasonal changes (ongoing throughout the year)</p>	<p>Seasons Vocabulary: autumn, winter, spring, summer, rain, snow, frost, wind, sun, fog, mist, clouds, temperature (warm/cold/freezing), day, night</p> <ul style="list-style-type: none"> To observe changes across the 4 seasons To observe and describe weather associated with the seasons and how day length varies (cont. from Cycle 1 prior learning) 		<ul style="list-style-type: none"> Compare aspects of life in different periods using these individuals Brunel and Dyson (heavy industry vs modern technology). Identify some of the ways our lives are different from people in the past.
<p>Scientific Enquiry skills</p> <p>(Link to science assessment grids)</p>	<p>Y1 and Y2 pupils should be taught to use the following practical scientific methods, processes and skills:</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions 		<p>Historical Interpretation</p> <ul style="list-style-type: none"> Begin to explain that the same object can be shown in different ways, such as a portrait or photograph. <p><u>Vocabulary to Learn</u> - Past, present, yesterday, after, similar, different, represent, source, old, older, oldest, long ago, timeline, chronological, historian, fact, opinion</p>

Geography:

Local area study
The school and its grounds
Mapwork
Aerial photos
Weather patterns and seasons
Consolidate knowledge of Tadcaster, York, Leeds, River Wharfe.

Compare the UK to a contrasting African Country - Kenya.

Location Knowledge

- Use first-hand observation to study the school grounds and the key human and physical features of its surrounding environment.

Geographical Skills

- Use aerial photographs and simple plan perspectives to identify simple natural and made features.
- Use simple directions (near, far, left, right) to describe the location of features on a map.
- Use simple compass directions (North, South, East, West) to describe on a map.
- Make a simple map with a simple key.

Place Knowledge

- Say the geographical similarities and differences of a small area of the United Kingdom (**Tadcaster**) and of a small area in a contrasting non-European country (**Kenya**)
- Show a developing knowledge of the local area including Tadcaster, York, Leeds, River Wharfe, River Ouse

Vocabulary to Learn

Town, village, city, county, country, world, continent, capital city, river, mountain, bridge, season, travel, physical, human, feature, coast, sea, ocean, weather pattern, hot, cold, area,

Design & Technology:

Developing, planning and communicating design ideas

- Generate ideas by drawing on their own and other people's experiences.
- Suggest ideas and explain what they are going to do.
- Begin to understand the development of existing products - what they are for, how they work and what materials they use.
- Identify a purpose for what they are going to make.
- Use talking, drawing, templates and information technology to communicate ideas.
- Begin to make mock-ups of their ideas using card or paper

Making Tools & cutting Construction kits

- Make their designs using simple techniques, including cutting, joining and shaping.
- Select appropriately from a range of tools and equipment to perform practical tasks.
- Select from and use a wide range of materials and components, including construction materials and textiles.
- With support, measure, cut and shape a range of materials including fabric.
- Assemble, join and combine materials and components.


Evaluating Existing products

- Explore and evaluate a range of existing products, saying what they like and dislike. e.g Tadcaster Bridge.
- Discuss how well their designs work in relation to the purpose. Different bridges.
- Be able to talk about the strengths of the product and possible changes they would make.
- Explore and use mechanisms in their products

	desert, cliff, hill, environment, pole, distant, local, address , map	Technical knowledge Structures- stronger, rigid, stiffer, stable	including levers ,sliders, wheels and axles.
		Cooking and Nutrition	<ul style="list-style-type: none"> Follow safety procedures for food technology and hygiene. Understand where food comes from. (links to Africa/Kenya) Know that food has to be farmed, grown or caught. Begin to understand the 5 food groups. Use basic understanding of a healthy diet to prepare dishes without a heat source. Use techniques such as cutting, peeling and grating.
Art & Design: Drawing to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their	<u>See links to computing (IT)</u> <u>Key Vocabulary</u> Proportion, sketch, measure, line variation. Ovals, semi-circles. Water-colour, colour mixing, washes, varied brush strokes. <ul style="list-style-type: none"> Show mood in a drawing such as happy, sad or angry. Use pencil, charcoal and pastel. Create texture and pattern in a drawing Choose and control different thicknesses of brushes for painting. Paint a picture of something you can see, such as a scene or people. Name and use the Primary and Secondary colours. Create mood and feeling in a painting. 	Music: Listening Singing Musicianship Pitch Composition,	<ul style="list-style-type: none"> Listen to a range of music and answer questions about dynamics, tempo or mood of the music Sing a short song in a group from a given starting pitch. Use a starting pitch to sing a short solo. Identify and perform at different speeds (tempi) Identify changes in pitch and talk about using correct vocabulary. Create a piece that has a beginning, a middle and

<p>ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Textiles</p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><u>Art linked to IT</u></p>	<ul style="list-style-type: none"> • Mix Primary colours to make Secondary colours. • Mix colours and predict the outcome. • Create different tints in paint by adding white. • Create different tones of colour by adding black. • Mix colours to make brown. <ul style="list-style-type: none"> • Know the difference between thread and textiles. • Group fabric and thread by colour and texture. • Weave with fabric and thread. • Create a repeating pattern. • Join different fabrics together using glue. • Sew fabrics together. • Create part of a class patchwork. <ul style="list-style-type: none"> • Use a paint program to create a simple picture. • Use the fill and brush tools. • Go back to your work and make changes to the picture. • Create a picture independently on a paint program. • Use simple mark-making tools such as brush and pen tools. • Edit and make changes to your work. 	<p>Improvisation, Texture</p> <p>Pulse/Tempo/ Rhythm and Metre</p> <p>Instruments and Sound exploration, texture and timbre</p> <p>Performing</p>	<p>end.</p> <ul style="list-style-type: none"> • Read and write a 4 beat pattern using ta and te-te crotchet and paired quavers. • Talk about duration, long or short notes. • Echo and improvise 4 beat rhythm patterns. <ul style="list-style-type: none"> • Group instruments according to sound and how they are played (tap, scrape, shake). <ul style="list-style-type: none"> • Perform an additional part in a song or rhyme (beat, ostinato)
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	<ul style="list-style-type: none">• Show different moods in a photograph.		
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<p><u>Computing:</u></p> <p>Control systems Coding</p> <p>IT Using a chrome book</p> <p>Digital literacy Logging on</p> <p><u>E-Safety</u></p>	<p>See links to Art.</p> <ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs e.g. nonogram logic puzzles linked to coding https://www.puzzle-nonograms.com/ • Use technology purposefully to create and organise digital content. • Use technology to find and amend images. • Change or enhance pictures or photographs (crop, recolour) • Take digital photos or videos. • Use software to explore sound or musical phrases. • Use IT to present data such as a graph. • Recognise common uses of information technology beyond school. • Use technology safely. • Know where to go for help when they have concerns about content or contact on the internet. • Use technology safely. • Know where to go for help when they have concerns about content or contact on the internet. 	<p>PSHE: (including SMSC and RSE)</p> <p>Living in the wider world</p>  <p>Looking after the environment</p> <p>Internet safety</p> <p>Communities</p> <p>Rules, freedoms & responsibilities</p> <p>Money</p> <p>Aspirations</p>	<p>L1-3 Shared responsibilities</p> <ul style="list-style-type: none"> • 1. Understand what rules are, why they are needed, and why different rules are needed for different situations. • 2. Know how people and other living things have different needs and about the responsibilities of caring for them. • 3. Identify some things they can do to help look after their environment. <p>L4-6 Communities</p> <ul style="list-style-type: none"> • 4. Know the different groups they belong to. • 5. Identify the different roles and responsibilities people have in their community. • 6. Recognise the ways they are the same as, and different to, other people. <p>L7-9 Media literacy & Digital resilience</p> <ul style="list-style-type: none"> • 7. Know how the internet and digital devices can be used safely to find things out and to communicate with others. • 8. Know about the role of the internet in everyday life. • 9. Understand that not all information seen online is true. <p>L10-13 Economic well being - money</p> <ul style="list-style-type: none"> • 10. Know what money is, forms that money comes in and that money comes from different sources. • 11. Understand that people make different choices about how to save and spend money. • 12. Identify the difference between needs and wants and that sometimes people may not always be able to have the things they want. • 13. Know that money needs to be looked after and the different ways of doing this. <p>L14-17 Economic well being - aspirations, work & career</p> <ul style="list-style-type: none"> • 14. Know that everyone has different strengths. • 15. Know that jobs help people to earn money to pay for things.
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			<ul style="list-style-type: none"> 16. Identify different jobs that people they know or people who work in the community do. 17. Know about some of the strengths and interests someone might need to do different jobs.
<p><u>British values:</u></p> <p>Human rights and responsibility</p> <p>Truth and Honesty</p>	<p><u>Key Vocabulary</u> self-belief, confidence, ability, goals, believe, belief, right, wrong, rules, rule-breakers, value, difference, loyalty, respect, responsibility, opinion, freedom, society, choice, accountable, express, justify, culture, tradition, fair, unfair, truth, honesty, dishonesty</p> <ul style="list-style-type: none"> Understand the importance of telling the truth Know the consequences of dishonesty both in school and in the wider world 	<p><u>PE:</u></p> <p>Fundamental movements through gymnastics</p> <p>Invasion games</p> <p>Dance Perform dances using simple movement patterns.</p> <p><i>Tuesdays 2.15pm - 3.15pm Team Jupiter(Y1/2)</i></p>	<ul style="list-style-type: none"> Remember and repeat simple gymnastic movements. Balance and hold balance on different parts of the body. Link gymnastic actions into a short sequence. Explore ways of travelling on the floor and large apparatus. Explore making your body tense, relaxed, stretched and curled. Understand simple rules and tactics needed for games. Work in combination with others as a team. Use space confidently and safely while a game is being played. Throw, catch and kick a ball with increasing accuracy. Understand simple attacking and defending tactics. Explore basic movements and body patterns. Remember and perform simple movements and dance steps. Link movements to sound and music. Respond imaginatively, with movement to a range of stimuli, such as music, art, poetry or rhythms. Negotiate space clearly. Choose movements to link in a short sequence. Rehearse and perform dance sequences.

Religious Education:

Believing

Know about and understand a range of religions and worldviews



1.3 Who is Jewish and what do they believe?

- Talk about the fact that Jewish people believe in God
- Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat)
- Talk about how the mezuzah in the home reminds Jewish people about God
- Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat
- Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means
- Make links between some Jewish teachings and how Jewish people live
- Begin to express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning Judaism

SATURN	Tadcaster and Beyond		
Subject area	Objectives		
TPA Cultural capital	Local history and comparing a contrasting location and culture beyond Tadcaster (Kenya)		
Key texts			
<p><u>Science</u></p> <p>Electricity</p> <p>Rocks</p>	<p>Electricity</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good 	<p><u>History:</u></p> <p>Understand significant historical events, people and places in their own locality.</p>	<p>Local Study - Local History</p> <ul style="list-style-type: none"> • Know how aspects of National history are reflected in the locality through over time study. • Study a site from a period beyond 1066 that is significant in the locality. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Know how to note connections, contrasts and trends over time. • Develop the appropriate use of historical terms. • Regularly address and sometimes devise historically

<p>Scientific Enquiry skills</p> <p>(Link to science assessment grids)</p>	<p>conductors</p> <p>Rocks</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>		<p>valid questions about change, similarity and difference and significance.</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving reasons for this. <p><u>Vocabulary to Learn</u></p> <p>BC, AD, ancient, impact, first-hand evidence, importance, archeologist, civilization, invasion, neolithic, empire, kingdom, settlement, legacy, culture, myth, infer, suggest, millenium and change.</p>
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Geography:

Local area study The school and it's grounds
Mapwork
Aerial photos
Weather patterns and seasons
Consolidate knowledge of Tadcaster, York, Leeds, River Wharfe.

Compare the UK to a contrasting African Country - Kenya.

Location Knowledge

- Describe and understand key aspects of human geography:
- Types of settlements and land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water.
- Describe and understand key aspects of physical geography:
- Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Vocabulary to Learn

Globe, landscape, community, north, south, east, west, compass, key, atlas, volcano, earthquake, Europe, Americas, grid reference, United Kingdom, cycle, settlement, vegetation, longitude, latitude, Equator, Arctic, Antarctic, erosion, climate, organic, scale, urban, rural, tropical, polar, humid, environment, natural and man-made.

Design & Technology:

Developing, planning and communicating design ideas

Making Tools & cutting Construction kits

Evaluating Existing products

Technical knowledge Structures- stronger, rigid, stiffer, stable

- 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
- 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
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products.

<p><u>Art & Design:</u></p> <p>Drawing</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 [for example, pencil, charcoal, paint, clay] 	<p><u>Music:</u></p> <p>Listening</p> <p>Singing</p> <p>Musicianship</p> <p>Pitch</p> <p>Composition, Improvisation, Texture</p> <p>Instruments and Sound exploration, texture and timbre</p> <p>Performing</p>	<ul style="list-style-type: none"> • Describe music accurately using correct musical vocabulary. • Sing a short solo and stay in tune. • Control voice and sing at different dynamics. • Read and write short rhythm patterns using ta (crotchet) and te-te (paired quavers). • Relate pitch to symbols eg. lah-soh-me. Listen and copy patterns accurately. • Work in a group to compose, improve and perform a short piece. • Choose, play and perform a layered piece in a group using instruments appropriate to the task. • Perform a 2-part piece using pulse and rhythm in class
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Computing:

Control Systems

Information Technology

Present data in a number of ways.

Digital literacy E-Safety

Benefits and risks of apps and websites.

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- 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.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

PSHE: **(including SMSC and RSE)**

Living in the wider world



Rules, freedoms & responsibilities

Internet Use

Jobs and Skills

The value of rules and laws; rights, freedoms and responsibilities. L1, L2, L3

- To recognise the reasons for rules and laws; consequences of not adhering to rules and laws. (L1) e.g. in wider society what happens if we break rules?
- To recognise there are human rights that are there to protect everyone, (L2) e.g. what are they and rights of the child. Also show how human rights protect everyone.
- About the relationship between rights and responsibilities. (L3) e.g. with every right there is a responsibility, eg. the right to an education and the responsibility to learn.

How the internet is used; assessing information online L11, L12

- Recognise ways in which the internet and social media can be used both positively and negatively. (L11). e.g. school, leisure, work recognise if something is suitable or appropriate for age group.
- How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. (L12) e.g. recognise things can be altered, not true or accurate and make safe reliable choices also explain how to report concerns for images or content that worry them.

Different jobs and skills; job stereotypes; setting personal goals. L25, L26, L27, L30

- to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. (L25) e.g. look at how to set goals what would they like to achieve this year?
- that there is a broad range of different jobs/careers that people can have; that people often can have more than one career/type of job during their life. (L26). e.g. teacher, business, sport, caring, charity and voluntary

			<p>sector. Also can have more than one job in lifetime.</p> <ul style="list-style-type: none"> About stereotypes in the workplace and that a person's career aspirations should not be limited by them. (L27). e.g. look at challenging stereotypes. About some of the skills that will help them in their future careers. e.g. teamwork, communication and negotiation. (L30) e.g how might their interests, skills and achievements lead to further jobs.
<u>British values:</u>	Rule of Law <ul style="list-style-type: none"> Understand that the school rules are used to mirror society laws and must be respected. Recognise there will be consequences for my actions. 	<u>PE:</u> Gymnastics Orienteering Swimming	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Take part in outdoor and adventurous activity challenges both individually and within a team.
<u>Religious Education:</u> Festivals	Why are festivals important to religious communities? <ul style="list-style-type: none"> Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. <p><u>Vocabulary to Learn</u> Religion, community, Hindu, journey of life, challenge, trust, faith, attributes, influence, guidance, wisdom, creation, temptation, blame, parable, Holy spirit, incarnation, salvation, values, attitudes, ritual, philosophy, metaphor, symbolism, commitment, life, death, non-religious ceremony, diversity and teachings.</p>		

NEPTUNE	Welcome to Tadcaster and Beyond		
Subject area	Objectives		
TPA Cultural capital	Go to a professional sporting event		
Key texts	Malamander		
<p><u>Science</u></p> <p>Living Things and Their Habitats</p> <p>Working scientifically</p>	<p>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</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>	<p><u>History:</u></p> <p>Local Study</p> <p>Local History</p>	<p>Know how aspects of National history are reflected in the locality through over time study.</p> <p>Study a site from a period beyond 1066 that is significant in the locality.</p>
<p><u>Geography:</u></p> <p>Local study - Mapwork</p> <p>Topographical features</p> <p>Human and Physical features</p>	<p>Describe and understand key aspects of human geography:</p> <p>Types of settlements and land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water.</p> <p>Use fieldwork to observe, measure and record 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><u>Design & Technology:</u></p> <p>Making</p> <p>Materials and components</p> <p>Function and aesthetics</p> <p>Evaluation</p> <p>Own products and design criteria</p> <p>Technical Knowledge</p> <p>Strengthening , stiffening and</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</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>

		reinforcing	
<u>Art & Design:</u> 3D Drawing - perspective Painting, Collage.	<p>Matan Masks. Create a design of a mask using traditional Mayan mask designs. Using 3D methods of card and papier mache to build the mask. Paint to finish.</p> <p>Observational drawings. Visit parts of Tadcaster to gather sketchbook references. Importance of observation and reference making.</p> <p>Use the reference drawing to create a scene of Tadcaster using drawing painting and collage.</p> <p>Skills: look to create 3D perspective in a building.</p>	<u>Music:</u> Listening Singing Reading notation Performance	<p>Listen to electronic music. Talk about how the sounds are put together and the different effects used to show the composer's intention.</p> <p>Sing 3-part rounds and partner songs.</p> <p>Further understand the differences between semi-breves, minims, crotchets, paired quavers and semiquavers.</p> <p>Learn to play the ocarina resulting in a whole school performance at the end of the half term.</p>
<u>Computing:</u> Understand how computer networks work including the internet. Create a movie including still images and sound and add suitable titles and transitions. Understand privacy settings and what pictures are appropriate to share	<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</p> <p>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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<u>PSHE:</u> <u>(including SMSC and RSE)</u> Protecting the environment; compassion towards others. L4, L5,	<p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. (L4). e.g. how to show compassion and importance of protecting environment and how our everyday actions support or damage it.</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). (L5). e.g. look at how resources are allocated and the effect on individuals, communities and environment.</p> <p>-That people's spending decisions can affect others and the environment (e.g. fair trade, buying single-use plastics, or giving to charity). (L19) e.g. look at ways</p>

online.
Know what to
do and who to
contact if we
see something
that upsets /
concerns us
online.

**How
information
online is
targeted;
different media
types, their role
and impact**
L12,L14

**Identifying job
interests and
aspirations;
what influences
career choices;
workplace
stereotypes**
**L27, L28, L29,
L31, L32**

money are spent and how it affects the environment and also get them to express own opinions about their responsibility towards the environment.

How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. (L12) e.g. basic strategies to assess content is based on fact opinion or is biased. and that some media content promotes stereotypes.

- About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. (L14)e.g. assess search results reliability and recognise unsafe or suspicious content.

Also look at identifying types of media and their different purposes and how to store and share information.

-About stereotypes in the workplace and that a person's career aspirations should not be limited by them.(L27)

- About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs. (L28). e.g. look at ambition and why people might choose a particular career and influences such as pay, conditions, strengths, qualities, family values etc.

<p><u>British Values:</u></p> <p>Rule Of Law</p>	<p>Understand that the school rules are used to mirror society laws and must be respected.</p> <p>Recognise there will be consequences for my actions.</p>	<p><u>PE:</u></p> <p>Dance</p> <p>Net and Wall Games</p>	<p>develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
<p><u>Religious Education:</u></p> <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>	<ul style="list-style-type: none"> ● Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. ● Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. ● Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences 	<p><u>German:</u></p> <p>Ongoing recapping of prior learning eg numbers</p> <p>Birthday</p> <p>Weekdays 1 with Months</p> <p>Weekdays 2</p>	<ul style="list-style-type: none"> ● Have a short conversation of three or four exchanges, using phrases you have learnt ● Pronounce words correctly and speak with increasing fluency

	within and between different religions and worldviews.	with Activities	
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