

## CREATIVE CURRICULUM MEDIUM TERM PLANNING 2022 - 2023 - CYCLE TWO


		Cycle one 2022	Cycle Two 2023	Cycle Three 2023
<b>JUPITER</b>	<b>Topic title</b>	<b>Go Global</b>	<b>Yorkshire</b>	<b>Eureka!</b>
Y1/2	<b>Driver</b>	History (Significant people- Christopher Columbus/ Neil Armstrong)	Geography	Science
<b>SATURN</b>	<b>Topic title</b>	<b>Go Global</b>	<b>Yorkshire</b>	<b>Eureka!</b>
Y3/4	<b>Driver</b>	History (Ancient Egypt)	Geography	Science
<b>NEPTUNE</b>	<b>Topic title</b>	<b>Go Global</b>	<b>Yorkshire</b>	<b>Eureka!</b>
Y5/6	<b>Driver</b>	History (Vikings)	Geography	Science

<b>JUPITER</b>	<b>Yorkshire</b>			
<b>Subject area</b>	<b>NC objectives</b> from CC LTP <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf</a>			
<b>Science</b>  Materials  Seasonal changes	<b>Y1</b> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties  <b>Y2</b> identify and compare the suitability of a variety of	<b>History:</b>  Castles and Knights	To identify similarities and differences between ways of life in different periods in Yorkshire.  To understand significant historical Yorkshire events, people and places in their own locality. (Guy Fawkes)  To develop an awareness of the past, using common words and phrases relating to the passing of time.  To know where the people and events they study fit within a chronological framework.  To ask and answer questions, choosing and using	

	<p>everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><b>KS1 - Seasonal Changes</b> To observe changes across the four seasons</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Materials Vocabulary :</b></p> <p><b>Seasons Vocabulary :</b> autumn, winter, spring, summer, rain, snow, frost, wind, sun, fog, mist, clouds, temperature (warm/cold/freezing), day, night,</p> <p><b>Scientific Enquiry</b> Y1 and Y2 pupils should be taught to use the following practical scientific methods, processes and skills:</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p>		<p>parts of stories and other sources to show that they know and understand key features of events.</p> <p>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To use a wide vocabulary of everyday historical terms, such as; <b>History Vocabulary</b> - Past, present, yesterday, after, similar, different, represent, source, old, older, oldest, long ago, timeline, chronological, historian, fact, opinion</p> <p><b>Historical Enquiry</b> To investigate opportunities to work as a historian by:</p> <p>Asking questions about the history of Yorkshire</p> <p>Making observations about Yorkshire people and places such as castles and famous buildings (York Minster).</p> <p>Explaining and drawing conclusions from what children have investigated such as historical photographs of Yorkshire people and places, role playing people from Yorkshire's past such as Guy Fawkes, William Wilberforce, Amy Johnson, Percy Shaw, Roger Hargreaves, John Barry, Jamie Vardy, Henry Moore, Barbara Hepworth, David Hockney</p>
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<p><b><u>Geography:</u></b></p> <p>Rivers, mountains &amp; coasts The weather Physical &amp; human features</p>	<p>To use simple compass directions (North, South, East, West) and locational and directional language (near, far, left, right..) to describe the location of features and routes on a map of Yorkshire and the United Kingdom.</p> <p>To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: such as Yorkshire's rivers, mountains and coastline.</p> <p>To devise a simple map of Yorkshire, locating the county in England.</p> <p>To use and construct basic symbols in a key - pinpointing key landmarks in Yorkshire.</p> <p>To use basic geographical vocabulary to refer to: Key human features - city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p><b><u>Design &amp; Technology:</u></b></p> <p>Design Making Evaluating Technical knowledge Cooking &amp; nutrition</p>	<p>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>To evaluate ideas and products.</p> <p>To build castle structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>To explore and use mechanisms like a drawbridge in castle designs.</p> <p>To use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>To understand where food comes from.</p> <p><b>DT Vocabulary:</b> Join, assemble, adapt, slider, lever, slot, product, design, criteria, evaluate, function, tool, materials, structure, framework, edge, corner,</p>

	<b>Geographical Vocabulary:</b> 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, desert, cliff, hill, environment, pole, distant, local, address, map.		surface, weak, strong, stable, stiff, construction, vehicle, chassis, ingredients, utensil, equipment, recipe, portion, healthy.
<b><u>Art &amp; Design:</u></b>  Drawing Printing	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their 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>	<b><u>Music:</u></b>  Singing Tuned & untuned instruments Sound Pitch	<p>To play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<b><u>Computing:</u></b>  Coding  Digital photos  Respectful  Technology  e-safety	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>Computing Vocabulary:</b> Organise, create, communicate and collaborate, source, generate and amend, crop, recolour, animation, photographs and video, software, present, data, simple graph.</p>	<b><u>PSHE:</u></b> <b>(including RSE)</b>  Living in the wider world  environment  Internet safety  Communities  Rules, freedoms & responsibilities  Money  Aspirations	<p><b>L1-3 Shared responsibilities</b></p> <ul style="list-style-type: none"> <li>1. Understand what rules are, why they are needed, and why different rules are needed for different situations.</li> <li>2. Know how people and other living things have different needs and about the responsibilities of caring for them.</li> <li>3. Identify some things they can do to help look after their environment.</li> </ul> <p><b>L4-6 Communities</b></p> <ul style="list-style-type: none"> <li>4. Know the different groups they belong to.</li> <li>5. Identify the different roles and responsibilities people have in their community.</li> <li>6. Recognise the ways they are the same as, and different to, other people.</li> </ul> <p><b>L7-9 Media literacy &amp; Digital resilience</b></p> <ul style="list-style-type: none"> <li>7. Know how the internet and digital devices can be used safely to find things out and to communicate with others.</li> <li>8. Know about the role of the internet in everyday life.</li> <li>9. Understand that not all information seen online is true.</li> </ul> <p><b>L10-13 Economic well being - money</b></p> <ul style="list-style-type: none"> <li>10. Know what money is, forms that money comes in and that money comes from different sources.</li> <li>11. Understand that people make different choices about how to save and spend money.</li> <li>12. Identify the difference between needs and wants and that sometimes people may not always be able to have the things they want.</li> </ul>

			<ul style="list-style-type: none"> <li>13. Know that money needs to be looked after and the different ways of doing this.</li> </ul> <p><b>L14-17 Economic well being - aspirations, work &amp; career</b></p> <ul style="list-style-type: none"> <li>14. Know that everyone has different strengths.</li> <li>15. Know that jobs help people to earn money to pay for things.</li> <li>16. Identify different jobs that people they know or people who work in the community do.</li> <li>17. Know about some of the strengths and interests someone might need to do different jobs.</li> </ul>
<p><b>SMSC:</b> (including British Values)</p> <p>Born free</p>	<p>Social Skills, empathy and motivation <a href="https://www.atwoodprimary.academy/wp-content/uploads/2017/03/British-Values.jpg">https://www.atwoodprimary.academy/wp-content/uploads/2017/03/British-Values.jpg</a></p> <p>Being an active school citizen. My rights &amp; responsibilities</p> <p><b>Rule of Law</b> <b>Democracy</b> Stereotypes Bullying Friendship</p> <p><b>Tolerance/ Individual Liberty</b> Working cooperatively Identifying success and achievements</p> <p><b>Individual Liberty/ Mutual Respect</b> Healthy eating Strong and weak feelings Medicine safety Individual Liberty Secrets Friends and conflict Keeping safe</p> <p><b>Mutual Respect</b></p>	<p><b>PE:</b></p> <p>Gymnastics Invasion games Dance Modified invasion games</p>	<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>To understand and plan orienteering - outdoor learning challenges linked to fitness and creative curriculum.</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>
<p><b>Religious Education:</b></p> <p>Believing &amp; expressing - Muslim</p>	<p><b>1.2 Who is a Muslim and what do they believe? (Believing)</b></p> <p><b>1.6 How and why do we celebrate special and sacred times? (Expressing)</b></p> <p>To recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>To retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>To recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>To ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what</p>		

	<p>difference belonging to a community might make.</p> <p>To observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>To notice and respond sensitively to some similarities between different religions and worldviews.</p> <p><b>RE Vocabulary:</b> Belief, festival, worship, belonging, religious story, sacred, similar, difference, tradition, signs, symbols, prayer, praise, Christian, Muslim, Jewish, God, blessing, celebration, holy, ceremony, promise, hymn,</p>
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SATURN	Yorkshire		
Subject area	NC objectives		
<u>Science</u> Living things and their habitats	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><u>History:</u></p> <p>The Romans</p>	<ul style="list-style-type: none"> <li>To understand how the Romans conquered Britain.</li> <li>To research why the Romans settled in Yorkshire.</li> <li>To explain how important York was in Roman Britain.</li> <li>To write an account of what life was like in Roman Yorkshire.</li> <li>To dramatise 'What Have The Romans Ever Done For Us?'.</li> <li>To find out about the British resistance (Boudica) to the Roman invasion.</li> <li>To develop a chronologically secure knowledge and understanding of British, local and World history, establishing clear narratives within and across the periods studied.</li> <li>To know and understand the life and influence of: <ul style="list-style-type: none"> <li>Julius Caesar, Boudica and Constantine</li> </ul> </li> <li>To learn about Roman myths.</li> <li>To find out how amphitheatres were made to create the best sound for the audience.</li> </ul>
<u>Geography:</u>	<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure and record the human and physical features in</li> </ul>	<u>Design &amp; Technology:</u>	Through <b>making Roman shields</b> the children will:

<p>The water cycle Rivers &amp; coasts Settlements UK (Yorkshire, Israel, Italy)</p>	<p>the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a <b>region</b> of the United Kingdom (Yorkshire) a <b>region</b> in a European country (Lazio) and a <b>region</b> within Central America (Belize)</li> <li>Name and locate countries and cities of the UK.</li> <li>Locate the world's countries, using maps to focus on Europe, North and South America</li> <li>Use the eight points of a compass, <b>four</b> figure grid references, <b>symbols and key</b> (including the use of ordnance survey maps) to build their knowledge of the UK and wider world.</li> <li>Describe and understand key aspects of physical geography: <b>Rivers, mountains and volcanoes (Pompeii).</b></li> </ul>	<p>Design Making Evaluating Technical knowledge Cooking &amp; nutrition</p>	<ul style="list-style-type: none"> <li>Select appropriate tools and techniques for making their product.</li> <li>Measure, mark, cut out and shape a range of materials.</li> <li>Use simple finishing techniques to improve the strength and appearance of their product.</li> <li>Join and combine materials and components accurately in temporary and permanent ways.</li> </ul> <p>Through <b>cooking Yorkshire Puddings</b> and learning about the <b>diets of Romans</b> from the past (Roman soldiers and gladiators) and today (a Lazio/AS Roma footballers diet) the children will:</p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy diet.</li> <li>Prepare and cook dishes using a range of cooking techniques.</li> </ul>
<p><u><b>Art &amp; Design:</b></u>  Drawing Printing</p>	<p>Through the study of '<b>Jaguar Cave Art</b>' in the Colombian rainforest, we will create our own rock art on stones. The children will learn:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> </ul> <p>Through looking at the work of the <b>Yorkshire artists David Hockney and Damian Hirst</b> the children will be taught about great artists, architects and designers in history.</p>	<p><u><b>Music:</b></u>  Singing Improvising Composing Pitch</p>	<ul style="list-style-type: none"> <li>Focus on composers from Yorkshire: George Dyson, Ed Sheeran, Gavin Bryars, Hannah Peel.</li> <li>To read and write short rhythm patterns using te-te and ta.</li> <li>To learn what ostinato is and perform ostinato on chosen instruments.</li> </ul>
<p><u><b>Computing:</b></u></p>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including</li> </ul>	<p><u><b>PSHE:</b></u> <b>(including</b></p>	<ul style="list-style-type: none"> <li>Understand what makes a community.</li> <li>The importance of having compassion</li> </ul>



<p>Sequence, selection, repetition IT composing music Emails</p>	<p>controlling or simulating physical systems.</p> <ul style="list-style-type: none"> <li>• Solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection, and repetition in programs.</li> <li>• Work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• Use search technologies effectively.</li> <li>• Appreciate how results are selected and ranked.</li> <li>• Be discerning in evaluating digital content.</li> <li>• 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.</li> <li>• Use technology safely, respectfully and responsibly.</li> <li>• Recognise acceptable/unacceptable behaviour.</li> <li>• Identify a range of ways to report concerns about content and contact</li> </ul>	<p><b>RSE)</b></p> <p>Living in the wider world</p>	<p>towards others; shared responsibilities we all have for caring for other people and living things.</p> <p>This will be done using the book '<b>A Boy And A Jaguar</b>', about endangered animals and a campaigner who overcomes his stutter.</p> <ul style="list-style-type: none"> <li>• Know about the different groups that make up their community, what living in a community means. e.g benefits of living in a community, community they belong to out of school.</li> <li>• To value the different contributions that people and groups make to the community. (L7) e.g. learn about different groups that make up and contribute to a community and volunteering and local groups.</li> <li>• Know how data is shared and used.</li> <li>• Understand how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</li> <li>• Know about the different ways to pay for things and the choices people have about this. e.g. cash, cards, e-payment reasons to use.</li> <li>• Understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics or giving to charity)</li> <li>• Recognise that people make spending decisions based on priorities, needs and wants.</li> <li>• Know the different ways to keep track of money.</li> </ul>
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<p><b><u>SMSC:</u></b> <b>(including British Values)</b></p> <p>Respect &amp; tolerance</p>	<p>Using the book 'The Day the War Came' we will learn:</p> <ul style="list-style-type: none"> <li>• To describe how to welcome people and practice being welcoming.</li> <li>• To think about what different people in Britain are like.</li> <li>• To experiment with words to write a poem about myself and who I am.</li> </ul>	<p><b><u>PE:</u></b></p> <p>Gymnastics Invasion games Dance Net &amp; wall</p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Create and perform sequences on the floor and apparatus. Include variations of levels, speed and directions, develop flexibility, strength, technique, control and balance.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Create and perform sequences including a range of movement patterns, speeds and directions.</li> </ul> <p><b>Net &amp; Wall</b> (Mini-Tennis)</p> <ul style="list-style-type: none"> <li>• Introducing rallies to improve hand-eye coordination using hands, racquets/objects, compare performances with previous ones and demonstrate improvement to achieve their personal bests.</li> </ul>
<p><b><u>Religious Education:</u></b></p> <p>Expressing - life's journey</p>	<p><b>Why do some people think that life is a journey and what significant experiences mark this?</b></p> <ul style="list-style-type: none"> <li>• Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Religious Buildings</b></p> <ul style="list-style-type: none"> <li>• Know the importance of York Minster in the region and its amazing acoustics (to link in with our sound topic).</li> </ul>	<p><b><u>German:</u></b></p>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; Ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Be able to speak in German sufficiently to: Count, Tell the time, Answer Maths questions, Talk about Animals, Fruit and the weather</li> </ul>

NEPTUNE	Yorkshire		
Subject area	NC objectives		
<p><b>Science</b></p> <p><b>Earth and Space</b></p>	<ul style="list-style-type: none"> <li>Describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>Describe the movement of the moon relative to the Earth</li> <li>Describe the sun, Earth and moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b>Science skills</b> Use the following practical scientific methods, processes and skills:</p> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Report 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</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<p><b>History:</b></p> <p>The Home front - World War 2</p>	<ul style="list-style-type: none"> <li>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>Understand a significant turning point in British history, for example, World War 2</li> <li>Investigate how the war began and ended and which countries and world leaders were involved.</li> <li>Discover what the Blitz was and explore photographs of the aftermath.</li> <li>Investigate safety measures during the Blitz and the benefits of evacuation.</li> <li>Reflect upon what it was like for those who were evacuated and explore how the system worked.</li> <li>Discuss the reasons for rationing and Investigate the 'Dig for Victory' campaign.</li> <li>Look at the experiences of different groups during the war by learning about Anne Frank and why she is remembered.</li> <li>Explore the effects of the war on the lives of everyday people and reflect on the different experiences they would have had.</li> </ul>

<p><b><u>Geography:</u></b></p> <p>The water cycle Rivers &amp; coasts Settlements UK, Brazil, and Germany</p>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Place knowledge: 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</li> </ul>	<p><b><u>Design &amp; Technology:</u></b></p> <p>Design Making Evaluating Technical knowledge</p>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul>
<p><b><u>Art &amp; Design:</u></b></p> <p>Drawing Printing</p>	<ul style="list-style-type: none"> <li>To use sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>To understand the work of the war artists and their importance in history.</li> <li>Describe the differences and similarities between different practices and disciplines, and make links to their own paintings of the Blitz.</li> </ul>	<p><b><u>Music:</u></b></p> <p>Singing Improvising Composing Pitch</p>	<ul style="list-style-type: none"> <li>Use appropriate ICT resources to compose music or sounds to accompany a story.</li> <li>Starting point will be 'The Piano' by Aidan Gibbons and children will use Chrome Music Lab for composition.</li> <li>Focus on composers from Yorkshire: George Dyson, Ed Sheeran, Gavin Bryars, Hannah Peel.</li> </ul>
<p><b><u>Computing:</u></b></p>	<ul style="list-style-type: none"> <li>Understand computer networks including the internet; how they can provide multiple</li> </ul>	<p><b><u>PSHE:</u></b> <b>(including</b></p>	<ul style="list-style-type: none"> <li>Understand and value diversity, challenging discrimination and stereotypes</li> </ul>

<p>Sensors Sound stories Website extensions</p>	<p>services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Use appropriate ICT resources to compose music or sounds to accompany a story using Chrome music lab.</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>	<p><b>RSE)</b></p> <p>Living in the wider world</p>	<ul style="list-style-type: none"> <li>• Understand stereotypes; how they can negatively influence behaviours and attitudes towards others; how to recognise stereotypes in different contexts and look at influence of them on attitudes and understanding of different groups and how they are perpetuated also how to challenge this.</li> <li>• Understand prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced, what prejudice means, how to differentiate between prejudice and discrimination.</li> <li>• Understand discrimination; what it means and how to challenge it.</li> </ul> <p>Starting points will be: learning the story of Anne Frank and reading the picture book The Mirror by Jeannie Baker which encourages children to look at a situation from more than one perspective and encourages us to value cultural diversity.</p> <ul style="list-style-type: none"> <li>• To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something good value for money.</li> <li>• Learn the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</li> <li>• Know the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, well-being and future aspirations.</li> <li>• Identify the ways that money can impact on people's feelings and emotions.</li> <li>• Understand the reasons for following and complying with regulations and restrictions</li> </ul>
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			<p>(including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <ul style="list-style-type: none"> <li>• Recognise ways in which the internet and social media can be used both positively and negatively.</li> <li>• Know about some of the different ways information and data is shared and used online, including for commercial purposes.</li> <li>• Know how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</li> </ul>
<b>SMSC:</b> <b>(including British Values)</b> Respect & tolerance	<ul style="list-style-type: none"> <li>• To describe how to welcome people and practice being welcoming.</li> <li>• Think about what different people in Britain are like. We will find out about the Windrush generation and read poetry by Benjamin Zephaniah</li> <li>• Recognise that it is unacceptable to dismiss the opinions or beliefs of anyone.</li> <li>• Understand that discussions about sensitive issues may need to be controlled or structured by adults.</li> <li>• Recognise that everyone is entitled to their opinion as long as it does not promote extremism.</li> </ul>	<b>PE:</b> Gymnastics Invasion games Dance Net & wall	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>• Create and perform sequences on the floor and apparatus. Include variations of levels, speed and directions, develop flexibility, strength, technique, control and balance.</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>• Create and perform sequences including a range of movement patterns, speeds and directions.</li> </ul> <b>Net &amp; Wall (Mini-Tennis)</b> <ul style="list-style-type: none"> <li>• Introducing rallies to improve hand-eye coordination using hands, racquets/objects, compare performances with previous ones and demonstrate improvement to achieve their personal bests.</li> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>
<b>Religious</b>	<b>U2.4 If God is everywhere, why go to a place</b>	<b>German:</b>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show</li> </ul>

<p><b><u>Education:</u></b></p> <p>Expressing - God is everywhere</p>	<p><b>of worship?</b></p> <ul style="list-style-type: none"> <li>• Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> <li>• 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.</li> <li>• 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.</li> </ul>		<p>understanding by joining in and responding</p> <ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; Ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Be able to speak in German sufficiently to: Count, Tell the time, Answer Maths questions, Talk about Animals, Fruit and the weather, Birthdays, Phone, Days of the Week, Maths and activities, Families, School, Continents, House and Furniture</li> </ul>
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