
Curriculum Overview

Our curriculum is carefully designed to ensure coverage and progression through exciting, broad and balanced experiences from which children can learn, whilst developing their knowledge and a range of transferrable skills. We have tailored our curriculum so that it strengthens students' capacity to learn by developing positive attitudes towards challenges, allowing them to think creatively, independently and rationally.

We believe it is vital to teach a range of subjects discretely, yet creatively form links between subjects to consolidate and reinforce learning. Our planning builds upon prior learning to ensure that every child achieves and makes progress. Pupils know the purpose for their learning, how to refine their work and the relevance of these to their everyday lives. We aim to provide our children with a secure learning environment that is stimulating, challenging and happy, enabling our students to reach the highest possible levels of academic success and personal growth.

Subject by Subject

Our aim is to help children develop a love for the **English** language through the spoken and written word, as well as drama and speaking and listening activities. English is one of the core subjects in the National Curriculum and a prerequisite for educational and social progress. This subject underpins the work undertaken in other areas of the curriculum and therefore the teaching of all aspects of English is given a high priority. Confidence in basic language skills enables children to communicate creatively and imaginatively with the world at large in a variety of situations. As such, we believe that the acquisition of language skills is of the utmost importance.

Mathematics is taught through daily Numeracy lessons aimed at enabling children to understand mathematical processes, concepts and skills. There is a strong emphasis on the development of mental arithmetic and opportunities to use and apply mathematics in real life situations. Key mathematical skills are further developed and applied in other subjects throughout the year. Staff encourage a positive attitude by presenting work in interesting and enjoyable ways to enable all children to actively participate in the learning process to help build confidence and create a sense of achievement.

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. Our pupils' are given the opportunity to take part in a range of practical and interesting experiments that stimulates their hunger for scientific enquiry. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. Children are helped to understand how major scientific ideas contribute to technological change – impacting on industry, business and medicine and improving our quality of life. They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

At Morley Place we believe it is important for children to understand their place in the world and to have an awareness of their past in order to shape their visions for the future. Through the study of **History**, children make sense of their world and enrich their understanding of it. We believe that skills developed through the study of History are applicable in everyday life and fire curiosity about the past in Britain and the wider world. In turn this connects with the present and our future, giving a deeper understanding of our own personal history and a sense of belonging.

Through the study of **Geography** children learn about places, the human and physical processes which shape them (and the people who live in them), from the local to the global. Skills developed

through Geography help pupils make sense of their surroundings and the wider world. They learn about the impact of human activity on the planet and understand the importance of developing a future that is sustainable. It can inspire them to think about their own place in the world, their values, their rights and responsibilities to other people and the environment. It enables them to understand how today's actions shape the future. We believe it is crucial that children complete investigations in order to develop their geographical minds.

Our academy prides itself in providing rich, diverse and stimulating experiences in the teaching of **Art** and promoting creativity across our academy. Art draws upon the use of knowledge, skills and understanding from all of our other subjects, which often provide the context for projects. In this way, Art experience supports and reinforces children's development across the whole curriculum.

Design & Technology is an area of study both in its own right and as a tool for learning in other areas. It gives the opportunity for forward thinking and the planning of practical tasks, creating objects, systems and environments to solve problems. DT involves designing, communicating, making, testing and evaluating, which encourages children to go beyond their first ideas and seek alternatives, so they may begin to influence and control the environment in which they live.

Pupils have 2 hours of **PE** per week through which we develop the six areas of activity as set out in the National Curriculum – Dance; Games; Gymnastics; Athletics; Outdoor and Adventurous activities; Swimming. Children are given the opportunity to swim in our Upper Phase (Y5/6) and our aim is for all pupils leaving the school to be able to swim a minimum 25m. Sports taught include football; tag rugby; netball; basketball; kwik cricket and short tennis, as well as athletics. Pupils take part in a range of tournaments and sports festivals both within the academy and against other schools.

Computing prepares children to participate in a rapidly changing world of technology that influences both work and leisure time. Pupils use ICT tools to find, explore, analyse, program, exchange and present information responsibly and creatively. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use technology to best effect. Our aim is to develop in each our pupils the skills necessary for them to be able to use all aspects of Information and Communication Technology confidently, safely and effectively, equipping them to succeed both now and in their future lives.

We believe that **Music** is a powerful, unique form of communication that can change the way our pupils think, feel and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. Music is an integral part of culture, past and present, helping children to understand themselves, relate to others and forge important links between home, school and the wider world. Along with regular singing sessions, we offer all children the chance to learn how to play an instrument and provide a variety of performance based musical opportunities throughout their academy careers.

We believe that the learning of a **Modern Foreign Language** provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. It prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop.

Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and nature of reality, issues of right and wrong and what it means to be human. It develops pupil's knowledge and understanding of Christianity, other principal religions, religious traditions and contrasting world view. It also offers opportunities for personal reflection and spiritual development. It helps enhance children's awareness and understanding of religions and beliefs, teachings, practices and forms of expression, and also the influence of religion on individuals, families, communities and cultures.

Subject	Year 3	Year 4	Year 5	Year 6
ENGLISH	<p>Text Level = Entertain – narrative & poetry, Inform – reports & Recount – diaries</p> <p>Sentence level & word level see Planning Framework</p> <p>Spoken language- Opportunities for a variety of audience and purposes, including drama, formal presentations and debate?</p>	<p>Text Level = Entertain – narrative & poetry, Persuade- formal letter, Inform – reports & Recount – diaries, Instruct & Recount - journalistic</p> <p>Sentence level & word level see Planning Framework</p> <p>Spoken language- Opportunities for a variety of audience and purposes, including drama, formal presentations and debate?</p>	<p>Text Level = Entertain – narrative & poetry, Persuade- formal letter & poster/leaflet, Inform – reports, Recount – diaries, Explanations, Discussion & Recount - journalistic</p> <p>Sentence level & word level see Planning Framework</p> <p>Spoken language- Opportunities for a variety of audience and purposes, including drama, formal presentations and debate?</p>	<p>Text Level = Entertain – narrative & poetry, Persuade- formal letter & poster/leaflet, Inform – reports, Instruct, Recount – diaries, Explanations, Discussion & Recount - journalistic</p> <p>Sentence level & word level see Planning Framework</p> <p>Spoken language- Opportunities for a variety of audience and purposes, including drama, formal presentations and debate?</p>
MATHS	<p>NUMBER: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions, MEASUREMENT, GEOMETRY- Properties of shapes STATISTICS</p>	<p>NUMBER: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions (including decimals), MEASUREMENT, GEOMETRY- Properties of shapes & position and direction & STATISTICS</p>	<p>NUMBER: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions (including decimals & percentages), MEASUREMENT, GEOMETRY- Properties of shapes & position and direction & STATISTICS</p>	<p>NUMBER: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions (including decimals & percentages), RATIO & PROPORTION, ALEGBRA, MEASUREMENT, GEOMETRY- Properties of shapes & position and direction & STATISTICS</p>
SCIENCE	<p>GREEN FINGERS</p> <p>PLANTS- parts & life cycle of flowering plants</p> <p>WHY ANIMALS ARE HUMAN TOO</p> <p>ANIMALS & HUMANS – healthy living, skeletons and muscles</p> <p>SHAKE ROCK AND ROLL!</p> <p>MATERIALS – Rocks</p> <p>SHADOW DANCERS</p>	<p>IS THERE A PLACE FOR EVERYTHING? LIVING THINGS & HABITATS – environments & effect of human impact (nature reserves, ponds, litter or deforestation)</p> <p>WHERE DOES MY FOOD GO?</p> <p>ANIMALS & HUMANS – Main body parts & systems, teeth, food chains</p> <p>CHANGING STATES</p>	<p>CIRCLE OF LIFE</p> <p>LIVING THINGS & HABITATS –life cycles of mammal, an amphibian, insect and bird & reproduction in plants and animals (use of local environment – to observe life cycle changes, hatching chicks?)</p> <p>GROWING PAINS</p>	<p>CLASSIFYING CRITTERS</p> <p>LIVING THINGS & HABITATS – plants & animals including micro-organisms, vertebrates etc., classification</p> <p>YOU CHOOSE</p> <p>ANIMALS & HUMANS – circulatory system, impact of diet, exercise, drugs</p> <p>A VOYAGE OF DISCOVERY</p>

	<p>LIGHT- seeing things, sun, shadows WHAT'S THE ATTRACTION FORCES & MAGNETS</p>	<p>STATES OF MATTER – Solid, liquid & gases, temperature effects GOOD VIBRATIONS SOUND- musical instruments BATTERIES INCLUDED ELECTRICITY- circuits</p>	<p>ANIMALS & HUMANS – timeline of humans (puberty) NO WAY BACK PROPERTIES OF MATERIALS & CHANGES OF- link to chemists STAR GAZER EARTH & SPACE- shadow clocks & sundials MAY THE FORCE BE WITH YOU! FORCES-gravity, air resistance, mechanisms, levers and pulleys</p>	<p>EVOLUTION & INHERITANCE-change over time, fossils, offspring, adaptation, (Charles Darwin) BE DAZZLED LIGHT- built on from Y3 rainbows, colours on soap bubbles etc.) WILL MACHINES EVER RULE THE WORLD? ELECTRICITY – built on from Y4-voltage, components make a useful circuit eg. a burglar alarm</p>
HISTORY	<p>Changes in Britain from the Stone Age to the Iron Age Time traveller Children will journey through a million years of prehistory looking at 'Prehistoric Britain'. This topic explores the lives and legacy of early Britons and settlers, including those who lived during the Stone, Bronze and Iron Ages. Children will discover how humans first came to Britain, how they lived and what developments were made in each era. They will have the opportunity to consider how and why the ways of life adopted by prehistoric people slowly changed over time. <i>They will produce their own cave paintings to depict a story.</i></p> <p>Roman Empire and its impact on Britain What did the Romans do for us? Sewage systems, the calendar, paved roads, turnips and carrots are</p>	<p>Britain's settlement by Anglo-Saxons and Scots Were the Dark Ages dark? Journey back to the 5th century as the children discover the fascinating world of the Anglo-Saxons. Discover how and when the Anglo-Saxons invaded and settled in Britain, how they lived when they got there, how they converted to Christianity and much more! All this is explored in the context of the archaeological discovery of the burial ship discovered at Sutton Hoo and the Staffordshire hoard and will provide a mysterious clue hunting mission.</p> <p>Viking & Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor Invaders or Traders? This topic explores the Viking's invasion and how this affected our</p>	<p>A non-European society – Mayan Rites and Rituals The children will journey to Mesoamerica, the land of the ancient Mayans, and explore this fascinating civilisation. They will be finding out where the Mayans lived, what their lives were like, and how their societies were organised, as well as investigating the evidence they left behind and uncovering some Mayan mysteries. <i>Pupils will also get the opportunity to create their own mask inspired by Mayan art!</i></p> <p>Ancient Greece The Ancient Greeks The children will learn about one of the most fascinating civilisations in history as they discover who the Greeks were. In this topic, children</p>	<p>A long term study beyond 1066- power struggle, change, industrialisation? Bombs, Battles and Bravery- WW2 This topic will look at the 4 months in 1940 when the Battle of Britain was fought. Pupils will find out about the roles of women in this battle, the development and use of RADAR, and how London survived the Blitz. <i>They will study the work of Clarice Cliff and produce food dishes on a ration. They will also produce their own propaganda poster and create a large scale mural of London during the Blitz using silhouettes.</i></p> <p>Investigate & interpret the past, build an overview of world history, understand chronology, communicate historical information</p>

	<p>all things that were introduced to Britain by the Romans. But where did they come from and why were they here? The children will travel back to Roman Britain to explore why Britain was invaded and settled by the Romans and what effect this had on the future of Britain. They will learn about the rise of the Roman Empire in Britain, opposition from the Celts and the legacy that was left behind when they went home. <i>They will also produce their own pieces of art work using mosaic tiles.</i></p> <p>The achievements of the earliest civilisations – Ancient Egypt The Land of the Pharaohs! The children will journey back to the land of the Pharaohs and discover the fascinating world of Ancient Egyptian history. They will learn about: the River Nile and its role in ancient life; Tutankhamen and the story of his tomb discovery' the grisly process of mummification, the pyramids, daily life in Ancient Egypt and the importance of remaining artefacts.</p> <p>Investigate & interpret the past, build an overview of world history, understand chronology, communicate historical information</p>	<p>land. The children will consider why Vikings were on the move from Scandinavia and how their navy technology was top notch, as well as where and when the invasions of Britain took place and how Anglo Saxons felt about them. Not forgetting of course the Viking way of life and how and when the Vikings left Britain. <i>They will also look at and prepare Scandinavian dishes.</i></p> <p>Local History – Our Great Britain This topic will include British history elements, focusing on the history of cultural and social change.</p> <p>Investigate & interpret the past, build an overview of world history, understand chronology, communicate historical information</p>	<p>will explore Ancient Greece through theatre, myths and logic. They will look at the gods they worshipped on Mount Olympia and ask if their pioneering nature really did make them the first geeks. <i>They will also make 3D Grecian pots and decorate them.</i></p> <p>A long term study beyond 1066- power struggle, change, industrialisation? The good, the bad and the ugly The children will take a journey through British history and discover how crime and punishment has changed throughout the ages. Beginning with the Romans and travelling right through to the present day, they will discover how changes in society create changes in the kind of crimes that are committed, as well in which the ways they are punished. They will find out about Britain's most notorious criminals and how the police force was set up to catch them and even become crime investigators. <i>They will produce art inspired by Banksy's work related to crime and punishment.</i></p> <p>Investigate & interpret the past, build an overview of world history, understand chronology, communicate historical information</p>	
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<p>GEOGRAPHY</p> <p>SPACE, PLACE, SCALE</p>	<p>'Placing Places' It's a Small World</p> <p>They will investigate historical influences locally, looking at monuments, buildings, local businesses and road names. They will also have the opportunity to partner with another school and find out about their area and whether there are any similarities or differences!</p> <p>Passports please!</p> <p>This topic involves planning a travel challenge collecting information and artefacts and presenting it as a holiday package. They will use ICT to produce an advert for their chosen European country (Italy, Spain, France, Germany or Greece). The children will explore areas of human and physical geography, from population and culture to mountains and rivers. <i>They will look at traditional food dishes from around Europe and produce some of their own.</i></p> <p>From Source to sea</p> <p>This topic will follow the course of a river from its source to its destination. They will look at the land alongside the river and what might be found there. They will look at the water cycle, find out how rivers are formed, investigate why rivers are important and what they are used for, river pollution and its effects. <i>The children will produce art work based on water, distortion and seascapes.</i></p>	<p>'Placing Places' The Amazing Amazon</p> <p>As well as studying the river, the land around it and the people who populate it, children will also study the more unusual aspects of this amazing river. <i>They will look at the rainforest and produce their own artwork and music inspired by this country.</i></p> <p>Angry Earth</p> <p>In this topic, children will find out all about volcanoes and what causes them. They will try to find out why people still live by something so dangerous. <i>Children will make a model of a volcano and stimulate an eruption. They will also find out about Pompeii and will plan and write a play about the last day of Pompeii. Pupils will study volcano images and learn the Sgraffito technique using oil pastels and acrylic paints.</i></p> <p>Our Great Britain</p> <p>The children will have their eyes opened to the country they live in. They will learn all about how the UK is organised into its countries, counties and cities, as well as learning about the human and physical features of Great Britain, through a study of one of its cities- Liverpool. <i>They will produce art work inspired by the Lowry and find out about the history of British pop</i></p>	<p>'Placing Places' Poles Apart!</p> <p>In this topic, the children will explore their world through their understanding of the world poles and regions. <i>They will explore Artic myths and find out about the lives of famous polar explorers such as Robert Scott and Ernest Shackelton. They will look at the book 'Shackelton's Journey' by William Grill and in art will look at sketches by William Grill to inspire their own art work.</i></p> <p>Around the world in 20 days!</p> <p>In this Unit, pupils will be taken on a journey that begins in their own country, moves to France and ends in the USA. Pupils will be introduced to three children and they will find out about the countries that they live in and how they differ from their own. They will explore geographical and cultural differences by creating a Holiday Fair which will help people to decide which country they would like to visit. <i>Pupils will create leaflets from their research which will be displayed at the Holiday Fair. In music, they will study traditional and modern music from each country and in art they will learn about 3 current collage artists from UK, France and USA.</i></p>	<p>'Placing Places' Extreme Earth- What's happening now?</p> <p>This topic is built around current affairs and focuses on a recent natural disaster either in the UK or abroad. Children will become reporters investigating all about the Earth's extremes, from raging tropical storms to terrifying towering tsunamis. <i>They will create their own news show and record it for whole school viewing. They will look at the geographical causes of the disaster and the impact on the landscape and people.</i></p> <p>India</p> <p>This topic looks at life in India. The children will look at the countries geography, history and culture. They will look at the resource distribution and fair trade. <i>The children will create pieces of artwork inspired by the country's textiles using batik and embellishment. They will create pieces of music in order to perform a dance.</i></p> <p>I'm a year 6, can you get me out of here!</p> <p>The children will use the eight points of a compass, four figure grid references, symbols and a key</p>
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	<p>Locational knowledge Human & Physical Geography Place knowledge Geographical skills & fieldwork</p>	<p>music and how it has influenced music across the globe. Students will take part in a 'British' day, inviting parents along for afternoon tea and to view their art work!</p> <p>Locational knowledge Human & Physical Geography Place knowledge Geographical skills & fieldwork</p>	<p>Locational knowledge Human & Physical Geography Place knowledge Geographical skills & fieldwork</p>	<p>(including use of Ordnance survey maps) to build their knowledge of the United Kingdom and the wider world. They will look at a bird's eye view of their school and maps of the immediate area considering why Conisbrough exists and what would have brought people to live here. They will look at OS maps to plan a route between two local points and produce paintings of a bird's eye view.</p> <p>Locational knowledge Human & Physical Geography Place knowledge Geographical skills & fieldwork</p>
<p>DESIGN TECHNOLOGY</p>	<p>Materials – Structures Using strong shell structures: Packaging, Disposable lunchboxes, Party boxes Cool boxes, Gift boxes or bags, Desk tidy</p> <p>OR - strengthening framework structures: Photograph frames, Toy furniture, Stick puppet, Bird feeder, Indoor mobiles, Garden mobiles, Kites</p> <p>Design & make Evaluate & improve Take Inspiration from design throughout history</p>	<p>Electrical Using simple switches and circuits to make a functional product: Torch, Table light, Night light, Puppet theatre lighting, Circus entrance, Fairground stall, Greetings card, Board game</p> <p>Design and make a torch linked to Science</p> <p>Design & make Evaluate & improve Take Inspiration from design throughout history</p>	<p>Materials – Textiles Use a 2D fabric shape to make a 3D product; accuracy in pattern making: Sports bag, Peg bag, Sun visor, Sun hat, Mobile phone case, Wall hanging with storage pockets, T Shirt</p> <p>Design and make a T-Shirt linked to Star Gazer Science Topic (fringing, pockets, tie dye, stencilling, batik)</p> <p>Design & make Evaluate & improve Take Inspiration from design throughout history</p>	<p>Mechanisms Use cams to change rotary movement into linear or reciprocating movement: Moving toys, Vehicles that bob up and down, Toys that illustrate a story or nursery rhyme</p> <p>Design & make Evaluate & improve Take Inspiration from design throughout history</p> <p>HIRED OR FIRED! This is an Inspire Enterprise topic, which will give the children an opportunity to create and market their own products using skills they have learnt in design and technology.</p>

<p>ART</p>	<p>Painting, sculpture, textiles, collage, drawing, printing & digital media</p> <p>It's a small world: Wow day – sketches of Coinsborough Digital photography Sketching of maps Shading – hatching</p> <p>Passports Please: Advert for a country Art from a different country Weaving to make a flag</p> <p>From Source to Sea: ARTIST = MONET Colour washes – mixing and blending colours used for water Paint images of rivers Colour wheel Research Monet Collages of rivers – tissue</p> <p>Time Traveller: Cave paintings Frieze – group work large scale Stone age jewellery Shelter</p> <p>Land of Pharaohs: Canopic jars Death masks/Face and headdress chalk pictures Watercolour background/black paper pyramids Hieroglyphics</p>	<p>Painting, sculpture, textiles, collage, drawing, printing & digital media</p> <p>Amazing Amazon: Watercolour image of rainforest Collage of leaves and rainforest layers Images of Amazonian Drawings of rainforest animals using shading techniques</p> <p>Angry Earth Sgraffito technique (oil pastel & acrylic) – volcano Large class collage of volcanos (different materials) Chalk volcano (straws to create lava)</p> <p>Were the dark ages dark? Study Bayeux tapestry Create a tapestry of modern life Clay tools Sketches of artefacts</p> <p>Invaders or traders? Weaving Rotational symmetry Viking boat collages (using paint, paper, sponges, brushes, lolly pop sticks)</p> <p>Our Great Britain ARTIST = LOWRY Cross hatching images of Lowry</p>	<p>Painting, sculpture, textiles, collage, drawing, printing & digital media</p> <p>The Good, Bad and the Ugly: ARTIST = BANKSY Study Banksy and create sketches and paintings inspired by him Study bank notes from different countries Create their own bank note Street photocopy and art</p> <p>Ancient Greece: Grecian pots and ceramics Painting of Grecian pots Water colour background and acropolis collage Greek inspired mosaic – ceramic</p> <p>Around the world in 20 days: Sculpture of Tower Bridge , CN Tower (Canada), Eiffel Tower (Paris)</p> <p>Poles Apart: Northern lights pastels and marbling Wax resist iceberg pictures</p> <p>The Mayans: Mayan masks – clay/paper mache Mayan numbers to write DOB</p>	<p>Painting, sculpture, textiles, collage, drawing, printing & digital media</p> <p>Extreme Earth – what's happening now? Charcoal/chalk drawings of diasters Natural disaster art that shows movement (lava, water, smoke) Rubbish art (using recycled materials) Refugee art (torn materials to draw themselves)</p> <p>India: Clay elephants with material saddle / sketches Batik and embellishment Henna patterns Diwali art</p> <p>Bombs, Battles and Bravery:</p> <p>ARTIST = Wilhelm Gross Designs and slogans of propaganda In WW2 (design their own) Large scale mural of London during the blitz Observational drawings of WW2 artefacts Watercolour poppies (Remembrance) Learn about German paper cutting (schernschittle)</p> <p>Hired or Fired:</p>
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	<p>Cartouche</p> <p>Romans: Mosaics Create a roman shield Roman Villa (group work)</p>	<p>Photographs from locality and sketch 3D model of London Powerpoint of British Leisure throughout the ages</p>		<p>Create logo Adverts Design a package Art in adverts</p> <p>I'm a Y6 pupil get me out of here! Sketching maps Build a 3D Conisbrough</p>
MUSIC	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.</p>
FOOD TECHNOLOGY	<p>Cooking & Nutrition: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Cooking & Nutrition: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Cooking & Nutrition: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Cooking & Nutrition: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>

	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
PE	Games, Dance, Gymnastics, Athletics, Outdoor & adventurous activities & Evaluating and improving performance	Games, Dance, Gymnastics, Athletics, Outdoor & adventurous activities & Evaluating and improving performance	Games, Dance, Gymnastics, Swimming , Athletics, Outdoor & adventurous activities & Evaluating and improving performance	Games, Dance, Gymnastics, Athletics, Outdoor & adventurous activities & Evaluating and improving performance
ICT & COMPUTING	<p>Programming: We are animators (Scratch) We are Game Creators (Hopscotch)</p> <p>Digital Literacy: Jack and the Beans Talk (PowerPoint)</p> <p>Data Handling: We are opinion pollsters (Google Forms)</p> <p>Art / Design: We are Photographers (Phoxo)</p> <p>Video & camera work: We are Sports presenters (iMovie)</p>	<p>Programming: We are maths artists (Hopscotch) We are software developers (Scratch)</p> <p>Digital Literacy: We are researchers (Wiki / blog using Word / Publisher)</p> <p>Data Handling: We are Meteorologists (Excel, Google Sheets, PowerPoint)</p> <p>Art / Design: We are artists (Inkscape, Terragen Logo)</p> <p>Video & camera work: We are Travel Presenters (iMovie)</p>	<p>Programming: Inputs / outputs (Junior Control insight; Lego 'We Do')</p> <p>We are traders Scratch (Including debugging)</p> <p>Digital Literacy: We are co-authors (Wki tools / media wiki)</p> <p>Data Handling: We are Historians/ statisticians (Databases)</p> <p>Art / Design: We are Architects (Google Sketch up)</p> <p>Video & camera work: We are Advertisers (Windows Movie Maker)</p>	<p>Programming: We are App developers X 2 units (Inventor; Touch Develop)</p> <p>We are Game developers (Kodu)</p> <p>Digital Literacy: We are Explorers (Google Earth Live)</p> <p>Data Handling / Video & camera work: We are Environmentalists (Simulation software, Windows Movie Maker)</p> <p>Art / Design: We are Publishers (Year book) (Choice of media)</p>

<p>RE</p> <p>Enquiry based learning – a theme every half term</p>	<p>Theme = Divali (Hinduism) Would celebrating Divali at home, and in the community, bring a feeling of belonging to a Hindu child?</p> <p>Theme = Christmas (Christianity) Has Christmas lost its true meaning?</p> <p>Theme = Jesus' miracles (Christianity) Could Jesus really heal people? Were these miracles or is there some other explanation?</p> <p>Theme = Easter- forgiveness (Christianity) What is 'good' about Good Friday?</p> <p>Theme = Hindu beliefs (Hinduism) How can Brahman be everywhere and in everything?</p> <p>Theme = Pilgrimage to the River Ganges (Hinduism) Would visiting the river Ganges feel special to a non-Hindu?</p>	<p>Theme = beliefs and practises (Judaism) How special is the relationship Jews have with God?</p> <p>Theme = Christmas (Christianity) What is the most significant part of the nativity story for Christians today?</p> <p>Theme = Passover (Judaism) How important is it for Jewish people to do what God asks them?</p> <p>Theme = Easter (Christianity) Is forgiveness always possible?</p> <p>Theme = Rites of Passage and good works (Judaism) What is the best way for a Jew to show commitment to God?</p> <p>Theme = prayer and worship (Christianity) Do people need to go to show to show they are Christians?</p>	<p>Theme = belief into action (Sikhism) How far would a Sikh go for his/her religion?</p> <p>Theme = Christmas (Christianity) Is the Christmas story true?</p> <p>Theme = beliefs and moral values (Sikhism) Are Sikh stories important today?</p> <p>Theme = Easter (Christianity) Did God intend Jesus to be crucified?</p> <p>Theme = Prayer & Worship (Sikhism) What is the best way for a Sikh to show commitment to God?</p> <p>Theme = Beliefs and Practices (Christianity) What is the best way for a Christian to show commitment to God?</p>	<p>Theme = beliefs and practises (Islam) What is the best way for a Muslim to show commitment to God?</p> <p>Theme = Christmas (Christianity) How significant is it that Mary was Jesus' mother?</p> <p>Theme = Beliefs & Meaning (Christianity) Is anything ever eternal?</p> <p>Theme = Easter (Christianity) Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Theme = beliefs and moral values (Islam) – over a term Does belief in Akhirah (life after death) help Muslims lead good lives?</p>
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