

Breadth	Threshold Concept	Milestone 3 Yr 5 and Yr6	Activities (that relate to Threshold Concepts and the Milestone indicators)
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## History

Victorians	<b>Investigate and interpret evidence</b>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>	<p>When was the Victorian <b>era</b>? Where do the Victorians appear on a timeline of British history? Find out about Queen Victoria's life.</p> <p><b>Key Vocabulary – Monarchy, empire, reign, chronological</b></p> <p><b>The Industrial Revolution</b> – what was the Industrial Revolution? When did it occur? Discuss the impact the Industrial Revolution had on Great Britain – positive and negative effects. Consider how trade changed during the Victorian period.</p> <p><b>Key Vocabulary – poverty, wealthy, revolution, economy.</b></p> <p><b>Victorian inventions</b> – what does the term 'innovation' mean? Identify different inventions that came about during the Victorian period and place on a timeline. Children to discuss which was the greatest Victorian invention and <b>justify</b> their reasoning.</p>
	<b>Build an overview of world history</b>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>	<p><b>Victorian life</b> – Use <b>sources of evidence</b> to develop an understanding of life for rich and poor in the Victorian era. Can they describe the difference between the two?</p> <p>Look at the lives of children – using images to gather evidence of the jobs that poorer children had to endure.</p> <p>Look at the work of <b>Dr. Barnado</b> and <b>Lord Shaftesbury</b> and how they enforced changes for children in Victorian Britain. Consider how the laws changed to help children, however,</p>

		<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p>think about why not everyone was in favour of these changes.</p>
<p><b>Understand Chronology</b></p>		<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>	
<p><b>Communicate historically</b></p>		<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>• legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>	
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# Geography

Mountains	<p><b>Investigate places</b></p>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	<p>Find out how mountains are <b>formed</b> and where the major <b>mountain ranges</b> in the world are.</p> <p>Investigate a mountain environment – use a range of sources to find out about a particular mountain. Common features of mountain environments and individual features.</p> <p>Mountain <b>climates</b> – investigate the climate of mountain ranges and how the <b>altitude</b> affects the weather as well as what kind of plants and trees can grow.</p> <p>Mountains as tourist destinations – various uses of mountains and mountain ranges by different industries, including <b>tourism</b>. Why are mountains popular tourist destinations? Different activities that can be done in a mountain environment and advertise this.</p> <p>Positive and negative aspects of tourism in mountain environments – how does tourism benefit a mountain environment and how it can harm it? Build their own conclusion of whether it is good or harmful.</p>
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		<ul style="list-style-type: none"> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	
	<p><b>Investigate patterns</b></p>	<ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	
	<p><b>Communicate geographically</b></p>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> </ul>	

		<ul style="list-style-type: none"> <li>• <b>physical geography, including:</b> climate zones, biomes and vegetation belts, rivers, <b>mountains,</b> volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography,</b> including: settlements, <b>land use,</b> economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying <b>patterns</b> (such as: <b>land use,</b> climate zones, population densities, <b>height of land</b>).</li> </ul>	
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## Art & Design

	<p><b>Develop ideas</b></p> <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>	<p>Investigate <b>still life</b> paintings – comment on the <b>techniques,</b> colours and tones used. Apply colour and <b>tone</b> to some still life art.</p> <p>Arrange objects to create a visually interesting <b>composition</b> for a still life painting – how to use <b>contrasts</b> and explore different placements. Experiment with arranging to sketch themselves.</p> <p>Use still life to develop the control of tools and techniques – experiment with <b>colour, tone and shading.</b> Use various techniques to create interesting <b>effects,</b> such as using a single colour, and adding light and dark, or using warm and cold colours.</p> <p>Gather ideas to use in a still life composition – how objects can convey meaning, think about personal objects to convey meaning about themselves.</p>
	<p><b>Master Techniques</b></p> <p>Painting</p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of</li> </ul>	

	<p>paint to create texture.</p> <ul style="list-style-type: none"> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>	<p>Create a personal still life painting – Use colour, tone and <b>texture</b> in their work and arrange their objects to reflect their personality.</p>
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		<p>Textiles</p> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	
	<b>Take inspiration from the greats</b>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>	

## Design & Technology

Moving Toys	<b>Master practical skills</b>	<p>Food</p> <ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul>	<p><b>Investigate</b> toys that use <b>cam mechanisms</b>. Can children identify how cams work and create an explanation of this.</p> <p>Investigate different types of cam mechanisms and think about the shapes they produce. Children will be testing different shaped cams to see how they affect the <b>linear movement</b> of the <b>follower</b>. Can they make suggestions for how different cams could be used for different types of toys?</p> <p>Children to explore a range of <b>materials</b> and investigate different ways of <b>strengthening</b> moving toy <b>structures</b>.</p>
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		<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Create objects (such as a cushion) that employ a seam allowance.</li> <li>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</li> </ul> <p><b>Electricals and electronics</b></p> <ul style="list-style-type: none"> <li>• Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Write code to control and monitor models or products.</li> </ul> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</li> </ul> <p><b>Mechanics</b></p>	<p>Children will use their knowledge to <b>design</b> a moving toy with a cam mechanism. They will need to think about who the toy is for, what shape the cam will be, the structure, decoration and materials needed to <b>construct</b> it.</p> <p>Children will create their moving toy using a range of materials and tools. This could include <b>dowelling, cams, wood, saws, rulers, card, glue, etc</b> dependent upon their design.</p> <p>Children will <b>evaluate</b> their moving toy and consider ways to improve in the future.</p>
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		<ul style="list-style-type: none"> <li>• Convert rotary motion to linear using cams.</li> <li>• Use innovative combinations of electronics (or computing) and mechanics in product designs.</li> </ul>	
	<b>Design, make, evaluate and improve</b>	<ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul>	
	<b>Take inspiration from design throughout history</b>	<ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>	

## Science

	<b>Work scientifically</b>	<ul style="list-style-type: none"> <li>• Plan enquiries, including recognising and controlling variables where necessary.</li> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> </ul>	<u>Year 6 – Autumn 1</u> <ol style="list-style-type: none"> <li>1- Asking questions- exploring asking scientific investigations. Look at comparative questions.</li> <li>2- Planning an investigation using the planning format- explore different methods of investigation. Consider fair tests- what would a plan look like for a given question.</li> <li>3- Creating a table to record results- look at different investigation plans and experiment</li> </ol>
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	<ul style="list-style-type: none"> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>with drawing tables to record results. Discuss mean average.</p> <p>4- Line graphs- given data, draw line graphs.</p> <p>5- Drawing conclusions- reading line graphs and drawing conclusions. Explore referring back to question.</p>
<b>Understand plants</b>	<ul style="list-style-type: none"> <li>• <i>Relate knowledge of plants to studies of evolution and inheritance.</i></li> <li>• <i>Relate knowledge of plants to studies of all living things.</i></li> </ul>	
<b>Understand animals and humans</b>	<ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age.</li> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>• Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	

	<b>Investigate living things</b>	<ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• Describe how living things are classified into broad groups according to common observable characteristics.</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	
	<b>Understand evolution and inheritance</b>	<ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	
	<b>Investigate materials</b>	<ul style="list-style-type: none"> <li>• Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</li> <li>• Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.</li> </ul>	
	<b>Understand the Earth's movement in space</b>	<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>	
	<b>Understand electrical circuits</b>	<ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	

<p><b>Understand movement, forces and magnets.</b></p>	<p><b>Magnets</b></p> <ul style="list-style-type: none"> <li>• Describe magnets as having two poles.</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</li> <li>• <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i></li> <li>• <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i></li> <li>• Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	
<p><b>Understand light and seeing</b></p>	<ul style="list-style-type: none"> <li>• Understand that light appears to travel in straight lines.</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</li> </ul>	<p><u>Year 6 – Autumn 2</u> Investigate how light travels using torches.</p> <p>Model and draw scientific diagrams to show the direction of light travel and how we see.</p> <p>Investigate reflection using mirrors- describe how periscopes work (link to Victorians).</p> <p>Plan and carry out shadow investigation- link to knowledge of how light travels.</p>

		<ul style="list-style-type: none"> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> </ul>	Investigate refraction and explain using knowledge of how light travels.
	<b>Investigate sound and hearing</b>	<ul style="list-style-type: none"> <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>	

## Computing

Online safety	<b>Code</b>	<ul style="list-style-type: none"> <li>• Set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> <li>• Change the position of objects between screen layers (send to back, bring to front).</li> <li>• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> <li>• Combine the use of pens with movement to create interesting effects.</li> <li>• Set events to control other events by 'broadcasting' information as a trigger.</li> <li>• Use IF THEN ELSE conditions to control events or objects.</li> <li>• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> <li>• Use lists to create a set of variables.</li> <li>• Use the Boolean operators</li> </ul>	<u>3D Modelling</u> <ol style="list-style-type: none"> <li>1) Introduce the concept of <b>3D modelling</b>, creating 3D shapes that they select and move.</li> <li>2) The differences between 2D and 3D shapes, build a 3D house add colour.</li> <li>3) Learners will produce a 3D model of a physical object, which will contain a number of different 3D objects. 3D objects will need to be <b>rotated</b> and placed into position in relation to other 3D objects.</li> <li>4) Learners will produce a 3D model of a pencil holder desk tidy. The 3D model will contain a number of 3D objects that are of specific <b>dimensions</b> and use other 3D objects as placeholders to create holes with them.</li> <li>5) Learners will <b>resize and enhance</b> their 3D model of a pencil holder desk tidy. Learners will also plan their own 3D model of a photo frame, which will be developed during the next lesson.</li> </ol> <p>Learners will produce their own 3D model based on their planning during the previous lesson. They will <b>evaluate</b> their work and make improvements based on feedback from their peers.</p>
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() < ()

() = ()

() > ()

()and()

()or()

Not()

to define conditions.

- Use the Reporter operators

() + ()

() - ()

() \* ()

() / ()

to perform calculations.

Pick Random () to ()

Join () ()

Letter () of ()

Length of ()

() Mod () This reports the remainder

after a division calculation

		Round () () of ().	
	<b>Connect</b>	<ul style="list-style-type: none"> <li>• Collaborate with others online on sites approved and moderated by teachers.</li> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>• Understand how simple networks are set up and used.</li> </ul>	<p>Understand the term '<b>copyright</b>' discuss reasons why people download copyrighted materials and why this is wrong. Understand how to correctly gain <b>permission</b>.</p> <p>Risks of <b>online comments</b>, how it affects people. How can you minimise the risk and what to do if there is a problem.</p> <p><b>Media stereotypes</b> – how boys and girls are perceived online.</p> <p>Understand simple networks, what are they, how are they used?</p> <p>What is a <b>secure website</b>? How do we know if a site is secure? Develop an understanding of <b>privacy policies</b>.</p>
	<b>Communicate</b>	<ul style="list-style-type: none"> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ul>	
	<b>Collect</b>	<ul style="list-style-type: none"> <li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li> </ul>	

## Music

<b><u>Vocabulary:</u></b> Blues, Jazz, improvisation, by ear, melody, compose,	<b>Perform</b>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> </ul>	<p><b>Unit Autumn 1- Charanga Happy (Covid adapted)</b> <b>See separate planning documentation from Charanga</b></p> <p><u>Perform-</u> Perform 'Happy'- Covid adapted signing along with singing-reduced focus on volume.</p>
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improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo		<ul style="list-style-type: none"> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>	<p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Children will be using up to 3 notes – A, G + B.</p> <p>Learn the song and build up to performance with musical accompaniment.</p> <p><u>Compose-</u>          Improvise using up to 3 notes – A, G + B.          Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.</p> <p><u>Describe music-</u>          Listen and appraise 'Happy' by Farrell Williams and other songs-</p> <ul style="list-style-type: none"> <li>• Top Of The World sung by The Carpenters</li> <li>• Don't Worry, Be Happy sung by Bobby McFerrin</li> <li>• Walking On Sunshine sung by Katrina And The Waves</li> <li>• When You're Smiling sung by Frank Sinatra</li> <li>• Love Will Save The Day sung by Brendan Reilly</li> </ul> <p>Use warm-up games to explore rhythm and pitch.</p> <p><b>Unit Autumn 2- Charanga Classroom Jazz 2</b>  <b>See separate planning documentation from Charanga</b></p> <p><u>Perform-</u>          using glocks and/or recorders Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues).</p> <p><u>Compose-</u>          Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C.</p> <p>Compose your own Tune/ head to perform.</p> <p><u>Transcribe-</u>          Transcribe own composition on musical stave</p> <p><u>Describe music-</u>          Listen and Appraise the two main tunes and other supporting tunes</p>
	<b>Compose</b>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>	
	<b>Transcribe</b>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Understand and use the # (sharp) and ♭ (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> </ul>	Use warm-up games to explore rhythm and pitch.
	<b>Describe music</b>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	
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P.E

	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p>	<p><b>Gymnastics</b></p> <p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• swinging</li> <li>• springing</li> <li>• flight</li> <li>• vaults</li> <li>• inversions</li> <li>• rotations</li> <li>• bending, stretching and twisting</li> <li>• gestures</li> <li>• linking skills.</li> </ul> <ul style="list-style-type: none"> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li> </ul>	<p><u>Gymnastics – Get set 4 PE</u>  Lesson 1 – To be able to straddle, forward and backward roll.  Lesson 2 – To develop counter balance and counter tension.  Lesson 3 – To be able to link partner balances into a sequence.  Lesson 4 – To be able to perform inverted movements with control.  Lesson 5 – To be able to perform the progressions of a cartwheel and headstand.  Lesson 6 – To be able to use flight to travel over apparatus  Lesson 7 – To develop group balances and sequence work</p> <p><u>Basketball – Get Set 4 PE</u>  Lesson 1 – To be able to dribble a ball abiding by the double dribble and travelling rules.  Lesson 2 – To develop protective dribbling against an opponent.  Lesson 3 – To use a variety of passes in a game situation.  Lesson 4 – To be able to move into a space to support a teammate.  Lesson 5 – To be able to choose when to pass and dribble.  Lesson 6 – To be able to track an opponent and use defensive techniques to win the ball.  Lesson 7 – To be able to perform a set shot and a jump shot.</p> <p><u>Netball – Get Set 4 PE</u>  Lesson 1 – To develop passing and moving.  Lesson 2 – To develop passing and moving towards a goal.  Lesson 3 – To be able to use the attacking principle of creating and using space,  Lesson 4 – To be able to change direction and lose a defender.  Lesson 5 – To be able to defend a ball side and know when to go for interceptions.  Lesson 6 – To develop the shooting action</p>
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		<ul style="list-style-type: none"> <li>• Vary speed, direction, level and body rotation during floor performances.</li> <li>• Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>• Use equipment to vault and to swing (remaining upright)</li> </ul> <p><b>Games</b></p> <p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Use forehand and backhand when playing racket games.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> </ul>	<p>Lesson 7 – To learn the positions of 5-a-side netball. To play a 5-a-side netball tournament.</p> <p><u>Volleyball – Get Set 4 PE</u></p> <p>Lesson 1 – To use the ready position to move the ball.  Lesson 2 – To develop the fast catch volley.  Lesson 3 – To be able to volley the ball using a set shot.  Lesson 4 – To develop the dig and understand when to use it.  Lesson 5 – To keep a continuous rally going over a net.  Lesson 6 – To develop the underarm serve and understand the rules of serving.  Lesson 7 – To be able to use a scoring system and understand when to rotate.</p>
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**R.E**

	<p><b>Understand beliefs and teachings</b></p>	<p>Explain how some teachings and beliefs are shared between religions.</p>	<p>1) What do we already know about Hinduism?</p>
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		Explain how religious beliefs shape the lives of individuals and communities.	<p>2) How do Hindus show their <b>faith</b> in the way that they live their life?</p> <p>3) What is <b>karma</b> and how is it linked to <b>moksha</b>?</p> <p>4) What is the cycle of <b>samsara</b>? Draw the cycle and label it accurately.</p> <p>5) How are the cycle of samsara and karma linked?</p>
	<b>Understand practices and lifestyles</b>	<p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Show an understanding of the role of a spiritual leader.</p>	
	<b>Understand how beliefs are conveyed</b>	Explain some of the different ways that individuals show their beliefs.	

RSE & PSED

<b>Families and friendships</b>	Attraction to others; romantic relationships; civil partnership and marriage	<p>what it means to be attracted to someone and different kinds of loving relationships</p> <ul style="list-style-type: none"> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> </ul>	<p>1-What is a loving relationship? Types of loving relationship (friends, families, couples, marriage, civil partnership).</p> <p>2-What is attraction- feelings and thoughts (physical and mental feelings) on diagram.</p> <p>3-What are the qualities of a loving relationship? (create checklist)</p> <p>What do we expect from a healthy relationship?</p> <p>What skills does each person in the relationship need?</p> <p>Why might a relationship change or end?</p> <p>Where can people get advice or ask for help if they are worried this is not the case?</p> <p>4-Different people can love each other- How couples show their love and commitment- (toolkit p265)</p> <p>5/6-Marriage and civil partnership including right to choose/ forced marriage is illegal - (toolkit p266)</p> <p>If people want to get married, how do they: choose a partner? choose when to get married?</p>
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		<ul style="list-style-type: none"> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>	<p>Does someone <i>always</i> have the right to make up their own mind about who to marry?  Why is it important people make their own decisions about marriage?  If someone felt under pressure, worried or threatened (even by their own parents, family or community), what could they do and who could they turn to?  Text- Donovan's big day  Real life links- celebrities/ culture (arranged marriage)  7-What is the difference between gender identity and sexual orientation?  How can we show that we value different lifestyles?  Text: Julian is a Mermaid/ Jamie  Real life links- social media/ celebrities</p>
<b>Safe relationships</b>	Recognising and managing pressure; consent in different situations	<p>to compare the features of a healthy and unhealthy friendship</p> <ul style="list-style-type: none"> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online 'challenges' and 'dares'</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online- through computing</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>	<ol style="list-style-type: none"> <li>1. Healthy and unhealthy friendship scenarios- comparing and what would you do?</li> <li>2. What is peer pressure? Drama- saying no/ responding to peer pressure (2 lessons).</li> <li>3. Consent- when might we need to give/ gain consent. How to ask for/ deny consent.</li> </ol> <p>Online safety taught through computing (see Autumn term Computing).</p>
<b>Respecting ourselves and others</b>	Expressing opinions and respecting other points of view, including discussing	<p>about the link between values and behaviour and how to be a positive role model</p> <ul style="list-style-type: none"> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> </ul>	<ol style="list-style-type: none"> <li>1. What are values? How do we show these through behaviour? Scenarios.</li> <li>2. How do we respond when we disagree with others' opinions? Drama.</li> </ol>

	topical issues	<ul style="list-style-type: none"><li>• how to constructively challenge points of view they disagree with</li><li>• ways to participate effectively in discussions online and manage conflict or Disagreements- through computing</li></ul>	Online safety taught through computing (see Autumn term Computing).
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