



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	Road Trip to USA	Playlists	I am Warrior Burps, Bots and Bile		Blue Abyss	Potions
No of Weeks.	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Visits/ Visitors	Sculpture Park?	Clifton Music Department	Clifton Park – Roman workshop.		The Deep	
Outcome (Express)	Newsletter- holiday brochure	Instrument workshop- parents.	Roman day Take home- food		Art Gallery – As part of World Ocean’s Day.	Potions book- Recipes/ Bath bombs
Question	What would people wish to visit in America?	What is music made of?	Why were the Romans so successful?		Why are the seas and oceans important?	Are all potions magic?
Rights Respecting School Focus	Article 8 – A right to an identity.	Article 31- A right to play and culture.	Article 38 – War and armed conflict.		Article 24 – A right to Health and Healthy Schools.	Article 24- A right to Health and Health services.
Vocabulary	Climate Culture Custom Discriminate Icon Indigenous Itinerary Legend Longhouse Reservation State Stereotype Tour Tourist Tribe	Beat Brass Choir Diction Duet Ensemble Folk Genre Melody Score Solo Tempo Volume	Emperor Forum Centurion Invader Invictus Legion Standard Taxes Via	Absorb Crop Canine Decay Digestion Hygiene Nerve Root	Aquatic Current Diversity Habitat Ocean Marine Predator Reef Specimen Species Tropical tide	Capacity Boil Liquid Evaporate Ingredients Liquid Mixture Poison Source Process state
Reading	Non Fiction Texts- USA/ Native Americans	Non- Fiction books- how instruments work.	Information Texts Historical fiction		Non Fiction Visual text	Harry Potter  Draw inference about a





	<p>Retrieve and record information from non-fiction</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>	<p>Discuss words and phrases which capture the readers' interest and imagination</p> <p>Identify how language structure and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction texts.</p>	<p><b>Retrieve and record information from non-fiction texts.</b></p> <p>Listen to and discuss a wide range of fiction poetry, plays, non-fiction and reference books or textbooks.</p> <p>Check a text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Listen to and discuss a wide range of fiction poetry, plays, non-fiction and reference books or textbooks.</p>		<p>Retrieve and record information from non-fiction texts.</p> <p>Predict what might happen from details stated and implied.</p> <p>Draw inference about a characters feelings thoughts and motives from their actions and justify with evidence.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>characters feelings thoughts and motives from their actions and justify with evidence</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Listen to and discuss a wide range of fiction poetry, plays, non-fiction and reference books or textbooks.</p>
<p><b>Writing</b></p>	<p>Holiday brochures – persuasive writing.</p> <p>Discuss writing which is similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements.</p>	<p>Explanation – Musical instruments.</p> <p>Discuss writing which is similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p> <p>Assess the effectiveness of their own and others' writing and suggest</p>	<p>Non- Chronological report.</p> <p>Discuss writing which is similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>Recount- diary</p> <p>Discuss writing which is similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Read aloud their own writing with appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Narrative- Adventure story</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally.</p> <p>Discuss writing which is similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>In narratives create settings, characters and plot.</p>	<p>Letters – persuasive</p> <p>Discuss writing which is similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Organise paragraphs</p>





	<p>Discuss and record ideas.</p> <p>Use simple organizational devices.</p> <p>Organise paragraphs around a theme.</p>	<p>improvements.</p> <p>Use simple organizational devices.</p> <p>Organise paragraphs around a theme.</p>				<p>around a theme.</p>
<p><b>SPaG</b></p>	<p>Revisit adding suffixes beginning with vowels: -ed, -ing, -er</p> <p>Using the suffix -ous (preceding consonants/ /i:/ sound)</p> <p>Using the suffix -ous (-our to -or, g+e, -e removal)</p> <p>Revisit suffix -ly, including - ally</p> <p>Revisit suffix -ly (exceptions: le &gt; -ly, -y &gt; -ily, -ic &gt; ically)</p> <p>Homophones: Great, grate, groan, grown, meat, meet, main, mane, here,</p>	<p>Words ending in -sure -ture (zure sound) (chur sound)</p> <p>Suffix -sion / tion / cian / ssion</p> <p>Ch ( as c)- Scheme, chorus, chemist, echo, character- Greek</p> <p>Chef, Chalet, machine, brochure- French</p> <p>Ei, eigh, ey</p> <p>Teach selecting appropriate connectives.</p> <p>Teach connectives to show support (in addition to, moreover, furthermore) and contradiction (despite, however, although, on</p>	<p>the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p> <p>Prefixes: sub, inter, super (meaning under, between, above)</p> <p>Prefixes: anti, auto (meaning against, self/own)</p> <p>Homophones and near homophones: accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear,</p> <p>The /I/ sound spelt y elsewhere than at the end of words - myth, gym,</p>	<p>Common misconceptions for basic common exception words eg were, looked</p> <p>Homophones/near homophones</p> <p>Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals.</p> <p>Suffix -ous</p> <p>Courteous</p> <p>The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.</p> <p>Revise inverted commas used to punctuate direct</p>	<p>The /ʌ/sound spelt ou – young, touch, double, trouble, country (From Y3 ob)</p> <p>Prefixes in , un, mis, dis</p> <p>Suffixes – short and long vowel – siting or sitting</p> <p>Revise using conjunctions and connectives to support /oppose ideas within and across sentences.</p> <p>Revise fronted adverbials / comma</p> <p>Revise complex sentences identifying main and subordinate clause using a wider range of conjunctions, including when, if, because, although</p> <p>Revise punctuation taught</p>	<p>Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline, fascinate, crescent medicine</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) league, tongue, antique, unique</p> <p>The /ʌ/ sound spelt ou young, touch, double, trouble, country</p> <p>un-, the prefixes dis- and mis- have negative meanings.</p> <p>Revisit adjectives used for precision, clarity and impact</p>





	<p>hear    Revise word classes: adjectives, adverbs (time, manner, place), nouns, verbs</p> <p>Teach: Extend variation in sentence structure through a range of openings (fronted adverbials) Revise apostrophes to denote singular</p> <p>Teach apostrophes for plural possession</p> <p>Revise adjectives, ensuring they are used for impact, precision and clarity</p> <p>Teach noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg the mug on the table</p>	<p>the other hand)</p> <p>Revise plurals and possessive –s ensuring clarity between the two</p>	<p>Egypt, pyramid, mystery The /ʌ/ sound spelt ou young, touch, double, trouble, country</p> <p>Revise use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</p> <p>Revise use of commas after fronted adverbials</p> <p>Revise Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done</p> <p>Teach conjunctions, adverbs and prepositions to express time and cause</p> <p>Ensure tense choice appropriate and consistent (past exceptions)</p> <p>Teach identification of a range of determiners eg</p>	<p>speech</p> <p>Revise tense choice appropriate and consistent with verb forms varied and grammatically accurate in terms of Standard English.</p> <p>Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals.</p> <p>Revision of basic punctuation to demarcate sentence boundaries</p> <p>Revise adjectives used for precision, clarity &amp; impact.(link to ENPs) Eg. Difference between hot, warm, tepid, lukewarm (shades of meaning)      Return to</p> <p>Continue to use a wider range of conjunctions used throughout and across texts to join sentences with more than one clause.</p>	<p>Revise expanded noun phrases for precision and to add relevant and meaningful detail.</p> <p>Revise using and punctuating direct speech.</p>	<p>Revisit noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict math’s teacher with curly hair</p> <p>Revise tense choice appropriate and consistent with verb forms varied and grammatically accurate in terms of Standard English Revise commas used after fronted adverbials.</p>
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			articles, possessives, demonstratives, quantifiers		
Maths		Bar charts	Read Roman Numerals to 100 and now that over time, the numeral system changed to include the concept of zero and place value.		Estimate, compare and calculate different; volume/ capacity
Science	<p><b>Electricity</b></p> <p>Sc E 1 Identify common appliances that run on electricity.</p> <p>E 2 Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Sc E 3 Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Sc E 4 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple</p>	<p><b>Sound</b></p> <p>Sc S 1 Identify how sounds are made, associating some of them with something vibrating.</p> <p>Sc S 2 Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Sc S 3 Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Sc S 4 Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Sc S 5 Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>Animals, including humans</b></p> <p>Pupils should be taught to:</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p><b>Working scientifically</b></p> <p>Sc WS 2 Set up simple practical enquiries, comparative and fair tests.</p> <p><b>Sc WS 3</b> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><b>Sc A 2</b> Identify the different types of teeth in humans and their simple functions.</p> <p><b>Sc WS 8</b> Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b>Sc WS 5</b> Record findings using simple scientific language, drawings, labeled diagrams, keys, bar charts, and tables.</p> <p><b>Sc WS 3</b> Make systematic</p>	<p><b>Living things and their habitats</b></p> <p><b>Sc LT 1</b> Recognise that living things can be grouped in a variety of ways.Co 5, 6, 7; Sc WS 4; En W C 2d</p> <p><b>Sc LT 2</b> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.Sc WS 5; Co 6, 7; En SL 1, 3</p> <p><b>Sc WS 1</b> Ask relevant questions and using different types of scientific enquiries to answer them. Sc WS 2, 6; PSHE 1a, 2e; En SL 1, 4, 6, 7, 11; Co 6</p> <p><b>Sc A 3</b> Construct and interpret a variety of food chains, identifying producers, predators and prey.Co 5, 6, 7; En R C 1b, 3</p> <p><b>Sc WS 5</b> Record findings using simple scientific</p>	<p><b>Changes in State</b></p> <p><b>Sc SM 1</b> Compare and group materials together, according to whether they are solids, liquids or gases. En SL 4; Co 6</p> <p><b>Sc WS 2</b> Set up simple practical enquiries, comparative and fair tests. Sc WS 3, 5, 7; Sc SM 1</p> <p><b>Sc WS 3</b> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, for example thermometers and data loggers. Sc SM 2; Sc WS 5</p> <p><b>Sc WS 7</b> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Sc WS</p>





	<p>series circuit.</p> <p>Sc E 5 Recognise some common conductors and insulators, and associate metals with being good conductors.</p>		<p>and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><b>Sc WS 9</b> Use straightforward scientific evidence to answer questions or to support their findings</p> <p><b>Sc A 1</b> Describe the simple functions of the basic parts of the digestive system in humans.</p> <p><b>Sc WS 8</b> Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b>Sc WS 5</b> Record findings using simple scientific language, drawings, labeled diagrams, keys, bar charts, and tables.</p> <p>Sc WS 2 Set up simple practical enquiries, comparative and fair tests.</p> <p><b>Sc WS 9</b> Use straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Sc WS 4</b> Gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p>language, drawings, labelled diagrams, keys, bar charts, and tables. En W C 1b, 2b, 2d; Co 5, 7; En R C 1b, 1c, 3</p> <p><b>Sc WS 3</b> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. SC WS 2, 4, 5; Co 6, 7; En SL 1</p> <p><b>Sc LT 3</b> Recognise that environments can change and that this can sometimes pose dangers to living things. Co 5, 6, 7; En R C 1b, 3; En W C 1b, 2d; En SL 1, 5, 8, 9, 10; PSHE</p>	<p>2</p> <p><b>Sc WS 6</b> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Sc WS 2, 3</p> <p><b>Sc WS 5</b> Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Co 5, 7; En R C 3; En SL 5</p> <p><b>Sc SM 2</b> Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius (°C). Sc WS 2, 3, 4, 5</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p>
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<p><b>History</b></p>	<p>Hi 9 Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>		<p><b>Hi 2 Learn about the Roman Empire and its impact on Britain.</b></p> <p>Britain’s settlement by Anglo Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>			<p><b>Hi 6</b> Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.Co 5, 6, 7; En SL 9; En W C 1a, 1b, 2a, 2b; PSHE 4b</p>
<p><b>Geog.</b></p>	<p>Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Ge HP 1 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Ge HP 2 Describe and understand key aspects of human geography, including:</p>	<p>Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Ge SF 1</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Ge SF 2</b> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <p><b>Ge HP 2</b> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</p>	<p>Ge PK1 Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</p>	<p><b>Ge LK 3</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night). Ge SF 1; Co 5, 6, 7;En R C 1a, 1b, 3; PSHE 5f</p> <p><b>Ge SF 1</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Ge HP 1, 2; Co 6, 7;</p>	





	types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		including trade links, and the distribution of natural resources including energy, food, minerals and water.  <b>Ge LK 1</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.		En SL 1, 4, 6	
<b>Comp.</b>	<p><b>Logo Coding</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them in to smaller parts.</p> <p><u>Use sequencing, selection and repetition in programs; work with variables and various forms of input and</u></p>	<p><b>Hardware:</b></p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p>	<p><b>Effective Searching</b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p><b>Online safety</b></p> <p>Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behavior; identify a range of ways to report concerns about content and contact.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p><b>Animation</b></p> <p><u>Use sequencing, selection and repetition in programs; work with variables and various forms of input and output.</u></p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analyzing, evaluating and presenting data and information.</p>	<p><b>Audiences Spreadsheets</b></p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analyzing, evaluating and presenting data and information.</p>





	<p><u>output.</u></p> <p><u>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</u></p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analyzing, evaluating and presenting data and information.</p>					
<p>Art</p>	<p>AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay].</p>	<p>AD 3 Learn about great artists, architects and designers in history.</p>	<p><b>AD 2</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p> <p><b>AD 1</b> Create sketch books to record their observations and use them to review and revisit ideas.</p> <p><b>AD 3</b> Find out about great artists, architects and designers in history.</p>	<p><b>AD 1</b> Create sketch books to record their observations and use them to review and revisit ideas. AD 2, 3; Sc WS 3; En SL 1; Co 6</p> <p><b>AD 2</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil,</p>	<p><b>AD 1</b> Create sketch books to record their observations and use them to review and revisit ideas. AD 2, 3; Sc WS 3; En SL 1; Co 6</p> <p><b>AD 2</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil,</p>	<p><b>AD 2</b> Improve mastery of art and design techniques, including drawing, painting and sculpture with materials (for example pencil, charcoal, paint and clay). DT E 1; AD 1</p> <p><b>AD 2</b> Improve mastery of art and design techniques, such as drawing, painting and</p>





					charcoal, paint, clay].DT D 2; DT M 1, 2; Co 5, 7; En R C 1b, 3; En SL 3; Sc WS 5; Ge HP 1 <b>AD 3</b> Find out about great artists, architects and designers in history.Co 6; En SL 1, 4, 5, 6, 7; En W C 1b, 2a, 2b	sculpture with materials (for example pencil, charcoal, paint, clay). Co 6; Sc SM 2 <b>AD 3</b> Learn about great artists, architects and designers in history. En SL 1, 7; AD 2
<b>DT</b>	DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  DT D 1 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.  DT D 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern	DT D 1 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.  DT E 1 Investigate and analyse a range of existing products.  DT E 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients,	<b>DT D 1</b> 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.  <b>DT M 2</b> 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  <b>DT M 1</b> Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.	<b>DT CN 2</b> Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques.  <b>DT CN 1</b> Understand and apply the principles of a healthy and varied diet  <b>DT M 1</b> Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.  <b>DT D 1</b> Use research and	<b>DT M 1</b> Select from and use a wider range of tools and equipment to perform practical tasks accurately. Sc SM 2 <b>DT M 2</b> 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. 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	<b>DT E 3</b> Understand how key events and individuals in design and technology have helped shape the world. Hi 6; PSHE 4b; DT D 2; Sc WS 5; En SL 1, 5, 7 <b>DT TK 3</b> Understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors].DT D 1; DT M 1, 2; Sc E 2





	pieces and computer-aided design.	according to their functional properties and aesthetic qualities.	DT E3 Understand how key events and individuals in design and technology have helped shape the world	develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups		
Music	Mu 5 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Mu 2 Improvise and compose music for a range of purposes using the interrelated dimensions of music. Mu 3 Listen with attention to detail and re-call sounds with increasing aural memory. Mu 5 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<b>Mu 1</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  <b>Mu 1</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<b>Mu 2</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music.		





		Mu 6 Develop an understanding of the history of music.				
<b>PE</b> (Live and learn scheme)						
<b>RE</b> (Rotherham scheme of work)	<u>Christianity and Hinduism</u> Christian and Hindu answers to questions		What matters most? Exploring right and wrong with Christians and Humanists: an RE investigation		<u>Christianity and Hinduism</u> Worship, pilgrimage and community: what matters to Hindus and Christians, and to us? How can we make sure everyone belongs?	
<b>PSHCE and SEAL</b>	The Caring School Feelings, Friends and Friendship	Respecting the Differences between People  <i>E-Safety: Responsible Use of the Internet</i>	How do Rules and Laws affect me?	My Healthy Body: Caring for my Body	Environmental Sustainability  Keeping Myself Safe	The World of Drugs
<b>MFL</b> (scheme)	<b>La4</b> – Speak in sentences, using familiar vocabulary, phrases and basic language structures <b>La11</b> – Describe people, places, things and actions orally and in writing <b>La12</b> – Understand basic grammar appropriate to Spanish, including feminine and masculine forms and the conjugation of high-frequency verbs.	<b>La4</b> – Speak in sentences, using familiar vocabulary, phrases and basic language structures <b>La11</b> – Describe people, places, things and actions orally and in writing <b>La12</b> – Understand basic grammar appropriate to Spanish, including feminine and masculine forms and the conjugation of high-frequency verbs.	<b>La8</b> - Appreciate stories, songs, poems and rhymes in the language <b>La10</b> - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly <b>La12</b> – Understand basic grammar appropriate to Spanish, including feminine and masculine forms and the conjugation of high-frequency verbs.	<b>La8</b> - Appreciate stories, songs, poems and rhymes in the language <b>La10</b> - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly <b>La12</b> – Understand basic grammar appropriate to Spanish, including feminine and masculine forms and the conjugation of high-frequency verbs.	<b>La3</b> - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <b>La7</b> - Read carefully and show understanding of words, phrases and simple writing <b>La9</b> - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	<b>La3</b> - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <b>La7</b> - Read carefully and show understanding of words, phrases and simple writing <b>La9</b> - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,



		Ask what something is like and respond appropriately					including through using a dictionary
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