

KEY STAGE TWO—FOUR YEAR ROLLING CURRICULUM PLAN

Year Two : 2016-2017

<p style="text-align: center;">Term One : Explosive Events Pompei, Romans, Volcanoes</p>	<p style="text-align: center;">Term Two: Explorers - Geography Link with a School in Hong Kong</p>	<p style="text-align: center;">Term Three: Journey Through Time and Space (Dr Who) Kentwell History Visit</p>
<p>HISTORY - <u>The Roman Empire and its Impact on Britain</u> Investigate and Interpret the Past: Milestone Two: • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. Milestone Three: • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. To Understand Chronology: Milestone Two: • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. To Communicate Historically: Milestone Two: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. SCIENCE: <u>To Understand Evolution and Inheritance:</u> • Look at resemblance in offspring. • Look at changes in animals over time. • Look at adaptation to environments. • Look at differences in offspring. • Look at adaptation and evolution. • Look at changes to the human skeleton over time. Milestone Two: • Identify how plants and animals, including humans, resemble their parents in many features. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Identify how animals and plants are suited to and adapt to their environment in different ways. Milestone Three: • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. To Work Scientifically: Across all year groups scientific knowledge and skills should be learned by working scientifically. Milestone Two: • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.</p>	<p>GEOGRAPHY: • Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils. • Locate the world’s countries, with focus on North and South America and countries of particular interest to pupils. • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. • Locate the geographic zones of the world. • Understand the significance of the geographic zones of the world. • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. To Investigate Places: HONG KONG Milestone Two: • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Name and locate the countries of Europe and identify their main physical and human characteristics. Investigate Patterns: Milestone Two: • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries—Hong Kong and the UK. Milestone Three: • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. SCIENCE: <u>To Understand Light and Seeing</u> • Look at sources, seeing, reflections and shadows. • Explain how light appears to travel in straight lines and how this affects seeing and shadows. Milestone Two: • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. Milestone Three: • Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light</p>	<p>HISTORY - <u>A Study of a Theme in British History - Tudors and Stuarts through to Victorians.</u> To build an overview of world history Milestone Two: • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Milestone Three: • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. To Understand Chronology: Milestone Three: • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. To Communicate Historically: Milestone Three: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. SCIENCE: <u>To Understand Movement, Forces and Magnets :</u> • Look at contact and distant forces, attraction and repulsion, comparing and grouping materials. • Look at poles, attraction and repulsion. • Look at the effect of gravity and drag forces. • Look at transference of forces in gears, pulleys, levers and springs. Milestone Two: • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. Milestone Three: Magnets • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. Forces • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>

<p align="center">Term One : Explosive Events -Pompei, Romans, Volcanoes</p>	<p align="center">Term Two: Explorers - Geography Link with a School in Hong Kong</p>	<p align="center">Term Three: Journey Through Time and Space (Dr Who) Kentwell History Visit</p>
<p>ART Collage / 3d Art / Sculpture: Large Scale chicken wire sculptural pieces for the grounds / Collages of Roman Mosaics</p> <p>To Develop Ideas: Milestone Two: • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.</p> <p>To Master Techniques: Collage: Milestone Two: • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. Milestone Three: • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.</p> <p>Sculpture: Milestone Two: • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.</p> <p>Milestone Three: • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Take Inspiration from the Greats: Milestone Two: • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.</p> <p>FRENCH: (Rigolo) • In the chosen modern language: • Speak • Read • Write • Look at the culture of the countries where the language is spoken. • If an ancient language is chosen, read, translate and explore the culture of the time. To Read Fluently Milestone One: • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words.</p> <p>Write Imaginatively: Milestone One: • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly.</p> <p>Speak Confidently: Milestone one: • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound</p> <p>Understand the Culture of the Countries in which French is spoken: Milestone One: • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone.</p> <p>DESIGN TECHNOLOGY: MINI ENTERPRISE: Design and manufacture a product for sale at the school Xmas Fayre - Goal to make the biggest profit. Class competition: Design, Make, Evaluate, Improve: Milestone One: • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. Milestone Two: • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. (Packaging) Milestone Three: • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p>	<p>into the eyes. • 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. • 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.</p> <p>ART Textiles / Printmaking: Impressionism / Contemporary Printmaker John Brunsdan.</p> <p>To Develop Ideas: Milestone Three: • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.</p> <p>To Master Techniques: Printmaking: Milestone Two: • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. Milestone Three: • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.</p> <p>Textiles: Milestone Two: • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. Milestone Three: • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.</p> <p>Digital Media: Milestone Two: • Create images, video and sound recordings and explain why they were created. Milestone Three: • Enhance digital media by editing (including sound, video, animation, still images and installations).</p> <p>FRENCH: (Rigolo) To Read Fluently Milestone Two: • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words.</p> <p>Write Imaginatively: Milestone Two: • Write a few short sentences using familiar expressions • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable.</p> <p>Speak Confidently: Milestone Two: • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary.</p> <p>Understand the Culture of the Countries in which French is spoken: Milestone Two: • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.</p> <p>DESIGN TECHNOLOGY: CAM TOYS Design, Make, Evaluate, Improve: Milestone One: • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. Milestone Two: • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. Mechanics: Milestone One: • Create products using levers, wheels and winding mechanisms. Milestone Two: • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, wind-</p>	<p>• Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>To Work Scientifically: Across all year groups scientific knowledge and skills should be learned by working scientifically. Milestone Three: • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>ART Drawing and Painting: Contemporary Space Artists / The Old Masters. To Develop Ideas: Milestone Three: • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.</p> <p>To Master Techniques: Drawing : Milestone Two: • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. Milestone Three: • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.</p> <p>Painting: Milestone Two: • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. Milestone Three: • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Take Inspiration from the Greats: Milestone Three: • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.</p> <p>FRENCH: (Rigolo) To Read Fluently Milestone Three: • Read and understand the main points and some of the detail in short written texts.</p>

<p align="center">Term One : Explosive Events -Pompei, Romans, Volcanoes</p>	<p align="center">Term Two: Explorers - Geography Link with a School in Hong Kong</p>	<p align="center">Term Three: Journey Through Time and Space (Dr Who) Kentwell History Visit</p>
<p>Ensure products have a high quality finish, using art skills where appropriate.</p> <ul style="list-style-type: none"> • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. <p>Construction: Master Practical Skills: Milestone One: • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <p>Milestone Two: • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques.</p> <p>Milestone Three: • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p> <p>PSHE: Personal Development : Bronze Skills Award: *To Try New Things • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest.</p> <p>* To Work Hard • Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest.</p> <p>*To Concentrate • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed.</p> <p>*To Push Myself • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once.</p> <p>*To Imagine • With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas.</p> <p>*To Improve • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help).</p> <p>*To Understand Others • Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view.</p> <p>*To Not Give Up • Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky.</p> <p>MUSIC To Perform : Jubilee Opera : Snape Maltings Milestone One: • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments.</p> <ul style="list-style-type: none"> • Imitate changes in pitch. <p>To Compose: Milestone One: • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. Milestone Two: • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.</p> <p>To Transcribe Milestone One: • Use symbols to represent a composition and use them to help with a performance. Milestone Two: • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>To Describe Music: Milestone One: • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. Milestone Two: • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Art and Music Themed Day: The Nutcracker Suite</p>	<p>motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.</p> <p>Materials: Master Practical Skills: Milestone One: • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Milestone Two: • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.</p> <p>PSHE: Personal Development :Silver Skills Award: *To Try New Things • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others.</p> <p>* To Work Hard • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard.</p> <p>*To Concentrate • Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest.</p> <p>*To Push Myself • Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt.</p> <p>*To Imagine • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas.</p> <p>*To Improve • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements.</p> <p>*To Understand Others • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others.</p> <p>*To Not Give Up • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky.</p> <p>MUSIC To Perform : A Celebration of School's Music—Snape Maltings Milestone Two: • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.</p> <p>To Compose: Milestone Two: • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.</p> <p>To Transcribe Milestone Two: • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>To Describe Music: Milestone Two: • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. Milestone Three: • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning</p>	<ul style="list-style-type: none"> • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials. <p>Write Imaginatively: Milestone Three: • Write short texts on familiar topics.</p> <ul style="list-style-type: none"> • Use knowledge of grammar to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words. <p>Speak Confidently: Milestone Three: • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty.</p> <p>Understand the Culture of the Countries in which French is spoken: Milestone Three: • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p> <p>DESIGN TECHNOLOGY: FOOD: Milestone One: • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. (Tudor Soup / 'Cheesy Farts recipe')</p> <p>Milestone Two: • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). Milestone Three: • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <p>Link to History work on disease in Tudor times and microorganisms in science. • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Design, Make, Evaluate and Improve: FOOD : Milestone One: • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. Milestone Two: • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. Milestone Three: • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate.</p> <p>TEXTILES: TUDOR PURSES: Master Practical Skills: Milestone One: • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing—from natural found plants and compounds—link to Tudor History and Kentwell visit) Milestone Two: • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. Milestone Three: • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>PSHE: Personal Development : Gold Skills Award: *To Try New Things • Enjoy new things and take opportunities wherever possible. • Find things to do that give energy. • Become fully involved in clubs or groups. • Meet up with others who share interests in a safe environment.</p>

<p align="center">Term One : Explosive Events -Pompei, Romans, Volcanoes</p>	<p align="center">Term Two: Explorers - Geography Link with a School in Hong Kong</p>	<p align="center">Term Three: Journey Through Time and Space (Dr Who) Kentwell History Visit</p>
<p>COMPUTING—Switched On Computing Scheme PHYSICAL EDUCATION— Autumn 1 - OAA (Outdoor Adventurous Activities) / Invasion Games (Cricket / Tag Rugby) Milestone Two: • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. Milestone Three: • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.</p> <p>Autumn 2 - Gymnastics Milestone Two: • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). Milestone Three: • Create complex and well-executed sequences that include a full range of movements including: • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). Basketball Milestone Two: • Throw and catch with control and accuracy. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. Milestone Three: • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping, etc.). • Work alone, or with team mates in order to gain points or possession. • Defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.</p> <p>OAA - Milestone Two: • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. Milestone Three: • Select appropriate equipment for outdoor and adventurous activity.</p>	<p>Art and Music Themed Day: Chinese Music and Art COMPUTING—Switched On Computing Scheme PHYSICAL EDUCATION— Spring 1 - Dance / Kchuball Dance: Milestone Two: • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. Milestone Three: • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). Kchuball Milestone Two: • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. Milestone Three: • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. Spring 2 - Invasion Games—football / Striking / Fielding—rounders / Tennis Milestone Two: • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. Milestone Three: • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.</p> <p>LITERACY—GRAMMAR—Nelson Grammar Scheme—Literacy Objective separate RELIGIOUS EDUCATION - RE DAYS (one per half term) - Year 3/4 How do we respond to what we are told? Christianity and Hinduism: Teachings and Authority (First half term) Year 5/6 What Places are Special to Us? Christianity: Worship, Pilgrimage and Sacred Places—Cathedral Visit. Understand Beliefs and Teachings: Milestone Two: • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. Milestone Three: • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. To Understand Practices and Lifestyles: Milestone Two: • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals.</p>	<p>* To Work Hard • Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encourage others by pointing out how their efforts gain results. *To Concentrate • Give full concentration. • ‘Tune out’ most distractions. • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things. *To Push Myself • Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. • Push oneself in areas that are not so enjoyable. • Listen to others who encourage and help, thanking them for their advice. • Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook. *To Imagine • Generate lots of ideas. • Show a willingness to be wrong. • Know which ideas are useful and have value. • Act on ideas. • Ask lots of questions. *To Improve • Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show effort and commitment in refining and adjusting work. *To Understand Others • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others’ points of view. *To Not Give Up • Show a determination to keep going, despite failures or set backs. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. • Consider oneself to be lucky and understand the need to look for luck.</p> <p>MUSIC To Perform : Midsummer Festival / End of Year Musical Show Milestone Three: • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument). To Compose: Milestone Two: • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. Milestone Three: • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. To Transcribe: Milestone Three: • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols • Use and understand simple time signatures. To Describe Music Milestone Three: • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning</p>

<p align="center">Term One : Explosive Events -Pompei, Romans, Volcanoes</p>	<p align="center">Term Two: Explorers - Geography Link with a School in Hong Kong</p>	<p align="center">Term Three: Journey Through Time and Space (Dr Who) Kentwell History Visit</p>
<p>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.</p> <p>LITERACY—GRAMMAR—Nelson Grammar Scheme—Literacy Objective separate</p> <p>RELIGIOUS EDUCATION RE DAYS (one per half term) - <u>Year 3/4 Who Inspires Us? Christianity and Islam: Inspirational People (First Half Term)</u> <u>Year 5 /6 Who Inspires Us? Buddhism and Hinduism Inspirational People (First Half Term)</u> <u>Festival: Christmas (Second half Term)</u></p> <p><u>Understand Beliefs and Teachings: Milestone Two:</u> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. Milestone Three: • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.</p> <p><u>To Understand Practices and Lifestyles: Milestone Two:</u> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. Milestone Three: • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.</p> <p><u>To Understand How Beliefs are Conveyed: Milestone Two:</u> • Identify religious symbolism in literature and the arts. Milestone Three: • Explain some of the different ways that individuals show their beliefs.</p> <p><u>To Reflect: Milestone Two:</u> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. Milestone Three: • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.</p> <p><u>To Understand Values: Milestone Two:</u>• Explain how beliefs about right and wrong affect people’s behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. Milestone Three: • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.</p>	<p>Milestone Three: • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.</p> <p><u>To Understand How Beliefs are Conveyed: Milestone Two:</u> • Identify religious symbolism in literature and the arts. Milestone Three: • Explain some of the different ways that individuals show their beliefs.</p> <p><u>To Reflect: Milestone Two:</u> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. Milestone Three: • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.</p> <p><u>To Understand Values: Milestone Two:</u>• Explain how beliefs about right and wrong affect people’s behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. Milestone Three: • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.</p> <p><u>Festival: Pesach Judaism (Second Half Term)</u></p>	<p><u>Art and Music Themed Day: Tudor Madrigals and Theatre in the Round COM-PUTING—Switched On Computing Scheme</u></p> <p>PHYSICAL EDUCATION– <u>Swimming / Athletics (all term)</u></p> <p><u>Swimming: Milestone Two:</u> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. Milestone Three: • Swim over 100 metres unaided.</p> <p>• Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.</p> <p><u>Athletics: Milestone Two:</u> • Sprint over a short distance up to 60 metres.</p> <p>• Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm).</p> <p>• Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. Milestone Three: • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p>LITERACY—GRAMMAR—Nelson Grammar Scheme—Literacy Objective separate</p> <p>RELIGIOUS EDUCATION - RE DAYS (one per half term) - <u>Year 3/4 Why Do People Do what they Do? Christianity: Beliefs in Action. Sikhism Inspirational People.</u> <u>Year 5 /6 What Objects are Special to Us? Christianity: Symbols and Expression. (Humanism / Paganism: A general Introduction)</u></p> <p><u>Understand Beliefs and Teachings: Milestone Two:</u> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. Milestone Three: • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.</p> <p><u>To Understand Practices and Lifestyles: Milestone Two:</u> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. Milestone Three: • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.</p> <p><u>To Understand How Beliefs are Conveyed: Milestone Two:</u> • Identify religious symbolism in literature and the arts. Milestone Three: • Explain some of the different ways that individuals show their beliefs.</p> <p><u>To Reflect: Milestone Two:</u> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. Milestone Three: • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.</p> <p><u>To Understand Values: Milestone Two:</u>• Explain how beliefs about right and wrong affect people’s behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. Milestone Three: • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.</p>