

Cycle B/D 2019 – 2020 2021-2022	International History, Geography, Computing, DT, Music, Art, PSHE					
	1 st Half Term	2 nd Half Term	3 rd Half Term	4 th Half Term	5 th Half Term	6 th Half Term
	Pyramids and Hieroglyphs		Our Planet		Europe	
	Relevance to 'Real World' situations		Relevance to 'Real World' situations		Relevance to 'Real World' situations	
	Text Links		Text Links		Text Links	
<p>Upper Key Stage 2 900 – 1945 AD</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>Hi2/2.5 Non-European Study Mayan civilization c. AD 900; or 3-D: CARVE AND SCULPT MATERIALS USING A RANGE OF TOOLS AND FINISHING TECHNIQUES (E.G. SANDING, ETCHING AND SMOOTHING). CREATE CYLINDRICAL AND SPHERICAL FORMS USING A RANGE OF MEDIA AND SCALES. CREATE ABSTRACT FORMS CHOOSING APPROPRIATE MATERIALS AND TOOLS, DEMONSTRATING THE AWARENESS AND INFLUENCE OF A SPECIFIC ART GENRE. USE 3-D SHAPES TO CREATE AN ABSTRACT FORM OR SCULPTURE, JUXTAPOSING INDIVIDUAL COMPONENTS. <u>Working With Construction Materials – Willow</u> -basic structure formation (circles and leaves) -joining techniques -adding additional details and building up relief -making a 'skin' with wet strength tissue paper -adding colour. <u>Printmaking:</u> CREATE A DETAILED BLOCK FOR PRINTING USING STRING, CARD, FOAM ETC. USING DIGITAL SOFTWARE, CREATE ABSTRACT PRINTS WHICH INVOLVE EXPERIMENTATION WITH COLOUR, SIZE, SHAPE AND REPETITION. <u>Stencil Printing:</u> -using card templates -sponging through or around -simple screen printing -fabric printing. -Link With D.T.: -creating a printing block from wood.</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone's right to be loved about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults 		<p>Hi2/2.2 Extended chronological study</p> <p><u>Drawing:</u> USE SIMPLE RULES OF PERSPECTIVE IN DRAWINGS OF FIGURES AND BUILDINGS. USE CROSS HATCHING TO ADD TONAL DETAIL. USE A VARIETY OF MEDIA TO REPRESENT LIGHT, SHADE, FORM, PATTERN AND TEXTURE IN A RANGE OF DRAWING WORK. USE PEN AND INK TO ADD LINE, TONE AND PERSPECTIVE USING A TONAL INK WASH. <u>Drawing Showing Perspective:</u> -record from observation -identify vanishing points -understand one point perspective (side/centre) -learn rules of perspective and how to draw guide lines to the vanishing point -apply rules of perspective. <u>Painting:</u> USE PAINT APPLICATION TECHNIQUES TO CREATE MOOD AND ATMOSPHERE IN A PAINTING. ADD BLACK AND WHITE TO PAINT TO CREATE SUBTLE TINTS AND TONES, LIGHT AND SHADE. USE PAINT TECHNIQUES CHARACTERISTIC OF A SPECIFIC GENRE (E.G. PARTICULAR BRUSH STROKES, COLOURS AND PAINT APPLICATION TECHNIQUES). MIX AND USE COLOUR TO REFLECT MOOD AND ATMOSPHERE. <u>Using Colour and Tone:</u> -for contrast -to show depth, distance -to convey feelings, moods -to make harmonies, discords to understand relationships between colours – colour wheel -use a colour wash. -develop tonal work by adding black and white. <u>Developing a Composition:</u> -arranging shapes -overlapping shapes to show depth and distance -balance of shapes and areas of interest -compose a picture, being aware of shapes and void.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge discrimination 		<p>Hi2/2.2 Extended chronological study World War 2</p> <p><u>Collage:</u> CREATE A MONOCHROMATIC COLLAGE WHICH INCORPORATES TEXT. USE RUBBING TECHNIQUES (FROTTAGE ART) TO COLLECT PATTERNS AND TEXTURES. EMBELLISH A 3-D FORM USING COLLAGE TECHNIQUES (DECOUPAGE). USE PATTERN TO ADD DETAIL, MOVEMENT AND INTEREST TO A PIECE OF WORK. <u>Using Different Materials, Planning the Collage:</u> -working from a sketch -using templates made from own design -enlarging designs -group work.</p> <p>Textiles in D&T</p> <p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support that there are situations when someone may experience mixed or conflicting feelings identify where they and others can ask for help and support with mental wellbeing in and outside school about the changes that may occur in life including death, and how these can cause conflicting feelings to identify how to ask for help and support with loss, grief or other aspects of change how balancing time online with other activities helps to maintain their health and wellbeing what to do and whom to tell if they are frightened or worried about something they have seen online to recognise some of the changes as they grow up e.g. increasing independence about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb about the responsibilities of being a parent or carer and how having a baby changes someone's life 	

- that people have the right to choose whom they marry or whether to get married
- that to force anyone into marriage is illegal
- how and where to report forced marriage or ask for help if they are worried
- to compare the features of a healthy and unhealthy friendship
- about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
- strategies to respond to pressure from friends including online
- how to assess the risk of different online 'challenges' and 'dares'
- how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- how to get advice and report concerns about personal safety, including online
- what consent means and how to seek and give/not give permission in different situations
- about the link between values and behaviour and how to be a positive role model
- how to discuss issues respectfully
- how to listen to and respect other points of view
- how to constructively challenge points of view they disagree with
- ways to participate effectively in discussions online and manage conflict or disagreements

Y5/6 Know how more complex electrical circuits and components can be used to create functional products
 Y5/6 Understand that mechanical and electrical systems have an input, process and output.
 Know how more complex electrical circuits and components can be used to create functional products
 Understand that mechanical and electrical systems have an input, process and output.

Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.
 Begin to understand that seasons may affect the food available.
 Understand how food is processed into ingredients that can be eaten or used in cooking.
 Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.
 Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
 Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health

Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.
 Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
 With growing confidence, apply a range of finishing techniques, including those from art and design.
 Draw up a specification for their design- link with Maths and Science. Use results of investigations, information sources, including ICT when developing design ideas.
 With growing confidence, select appropriate materials, tools and techniques.
 Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.

Start to evaluate a product against the original design specification and by carrying out tests.
 Evaluate their work both during and at the end of the assignment.
 Begin to evaluate it personally and seek evaluation from others.
 Evaluate the key designs of individuals which design and technology has helped shape.

- how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
- how stereotypes are perpetuated and how to challenge this
- about the benefits of safe internet use e.g. learning, connecting and communicating
- how and why images online might be manipulated, altered, or faked
- why people choose to communicate through social media and some of the risks and challenges of doing so
- that social media sites have age restrictions and regulations for use
- the reasons why some media and online content is not appropriate for children
- how online content can be designed to manipulate people's emotions and encourage them to read or share things
- about sharing things online, including rules and laws relating to this
- how to recognise what is appropriate to share online
- how to report inappropriate online content or contact
- about the role that money plays in people's lives, attitudes towards it and what influences decisions about money
- about value for money and how to judge if something is value for money
- how companies encourage customers to buy things and why it is important to be a critical consumer
- how having or not having money can impact on a person's emotions, health and wellbeing
- about common risks associated with money, including debt, fraud and gambling
- how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
- how to get help if they are concerned about gambling or other financial risks

- I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression
- I can improvise and compose music for a range of purposes using the inter-related dimensions of music
- I can listen with attention to detail and recall sounds with increasing aural memory
- I can use and understand staff and other musical notations
- I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- I can develop an understanding of the history of music.

Year 5: - solve problems by splitting them into smaller parts.
 -use selection in programs.
 -work with variables.

Year 6:
 - understand that computers can only process specific commands
 - plan, write and debug a simple website using a text-based programming language (HTML)

- how to protect personal information online
- to identify potential risks of personal information being misused
- that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- how to report the misuse of personal information or sharing of upsetting content/images online
- about the different age rating systems for social media, T.V, films, games and online gaming
- about the risks and effects of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs
- to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- about the organisations where people can get help and support concerning drug use
- about mixed messages in the media relating to drug use and how they might influence opinions and decisions

Y5 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
 Y5 Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product.
 Y6 With confidence pin, sew and stitch materials together to create a product.
 Demonstrate when make modifications as they go along.
 Construct products using permanent joining techniques.

Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.
 Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
 With growing confidence, apply a range of finishing techniques, including those from art and design.
 Draw up a specification for their design- link with Maths and Science. Use results of investigations, information sources, including ICT when developing design ideas.
 With growing confidence, select appropriate materials, tools and techniques.
 Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.

Start to evaluate a product against the original design specification and by carrying out tests.
 Evaluate their work both during and at the end of the assignment.
 Begin to evaluate it personally and seek evaluation from others.
 Evaluate the key designs of individuals which design and technology has helped shape.

- I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression
- I can improvise and compose music for a range of purposes using the inter-related dimensions of music
- I can listen with attention to detail and recall sounds with increasing aural memory
- I can use and understand staff and other musical notations
- I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

<ul style="list-style-type: none"> I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression I can improvise and compose music for a range of purposes using the inter-related dimensions of music I can listen with attention to detail and recall sounds with increasing aural memory I can use and understand staff and other musical notations I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians I can develop an understanding of the history of music. <p>Year 5: -understand the opportunities computer networks offer for collaboration. -be selective in evaluating digital content.</p> <p>Year 6: - understand the idea of a digital footprint and demonstrate an awareness of legal and ethical issues driven by technology. -understand simple technical aspects of HTML. -understand the technical aspects of how web pages are ranked in search</p>		<ul style="list-style-type: none"> I can develop an understanding of the history of music. <p>Year 5: -use logical reasoning to explain how simple algorithms work. -use logical reasoning to detect and correct errors in algorithms.</p> <p>Year 6: - plan, write and debug a program for a physical system that incorporates multiple inputs and outputs - demonstrate repetition, selection, variable and sequence in one project - understand the ideas of abstraction (looking at a problem in less detail) and decomposition (breaking a problem down into smaller parts)</p>
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Cycle A/C 2020-2021 2022-2023	International History, Geography, Computing, DT, Music, Art, PSHE					
	1 st Half Term	2 nd Half Term	3 rd Half Term	4 th Half Term	5 th Half Term	6 th Half Term
	Evolution		Invaders and settlers		British discoveries and inventions	
	Relevance to 'Real World' situations		Relevance to 'Real World' situations		Relevance to 'Real World' situations	
	Text Links		Text Links		Text Links	
	Vocabulary		Vocabulary		Vocabulary	
Upper Key Stage 2 410 AD – Present Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and	Hi2/2.2 Extended chronological study Charles Darwin 3-D: CARVE AND SCULPT MATERIALS USING A RANGE OF TOOLS AND FINISHING TECHNIQUES (E.G. SANDING, ETCHING AND SMOOTHING). CREATE CYLINDRICAL AND SPHERICAL FORMS USING A RANGE OF MEDIA AND SCALES. CREATE ABSTRACT FORMS CHOOSING APPROPRIATE MATERIALS AND TOOLS, DEMONSTRATING THE AWARENESS AND INFLUENCE OF A SPECIFIC ART GENRE. USE 3-D SHAPES TO CREATE AN ABSTRACT FORM OR SCULPTURE, JUXTAPOSING INDIVIDUAL COMPONENTS. Working With Construction Materials – Willow -basic structure formation (circles and leaves) -joining techniques -adding additional details and building up relief -making a 'skin' with wet strength tissue paper -adding colour. Printmaking: CREATE A DETAILED BLOCK FOR PRINTING USING STRING, CARD, FOAM ETC.		Hi2/1.4 Anglo-Saxons & Vikings Hi2/2.1 Local History Drawing: USE SIMPLE RULES OF PERSPECTIVE IN DRAWINGS OF FIGURES AND BUILDINGS. USE CROSS HATCHING TO ADD TONAL DETAIL. USE A VARIETY OF MEDIA TO REPRESENT LIGHT, SHADE, FORM, PATTERN AND TEXTURE IN A RANGE OF DRAWING WORK. USE PEN AND INK TO ADD LINE, TONE AND PERSPECTIVE USING A TONAL INK WASH. Drawing Showing Perspective: -record from observation -identify vanishing points -understand one point perspective (side/centre) -learn rules of perspective and how to draw guide lines to the vanishing point -apply rules of perspective. Painting: USE PAINT APPLICATION TECHNIQUES TO CREATE MOOD AND ATMOSPHERE IN A PAINTING. ADD BLACK AND WHITE TO PAINT TO CREATE SUBTLE TINTS AND TONES, LIGHT AND SHADE.		Hi2/2.2 Extended chronological study Collage: CREATE A MONOCHROMATIC COLLAGE WHICH INCORPORATES TEXT. USE RUBBING TECHNIQUES (FROTTAGE ART) TO COLLECT PATTERNS AND TEXTURES. EMBELLISH A 3-D FORM USING COLLAGE TECHNIQUES (DECOUPAGE). USE PATTERN TO ADD DETAIL, MOVEMENT AND INTEREST TO A PIECE OF WORK. Using Different Materials, Planning the Collage: -working from a sketch -using templates made from own design -enlarging designs -group work. Textiles in D&T Linking with History, compare land use maps of UK from past with the present, focusing on land use.	

<p>design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.</p>	<p><i>USING DIGITAL SOFTWARE, CREATE ABSTRACT PRINTS WHICH INVOLVE EXPERIMENTATION WITH COLOUR, SIZE, SHAPE AND REPETITION.</i> <u>Stencil Printing:</u> -using card templates -sponging through or around -simple screen printing -fabric printing. -Link With D.T.: -creating a printing block from wood.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</p> <ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included strategies to help someone feel included about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendships how to ask for, give and not give permission for physical contact how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own what discrimination means and different types of discrimination e.g. racism, sexism, homophobia to identify online bullying and discrimination of groups or individuals e.g. trolling and Harassment the impact of discrimination on individuals, groups and wider society <p>Know how to reinforce and strengthen a 3D framework. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Begin to understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p><i>USE PAINT TECHNIQUES CHARACTERISTIC OF A SPECIFIC GENRE (E.G. PARTICULAR BRUSH STROKES, COLOURS AND PAINT APPLICATION TECHNIQUES).</i> <i>MIX AND USE COLOUR TO REFLECT MOOD AND ATMOSPHERE.</i> <u>Using Colour and Tone:</u> -for contrast -to show depth, distance -to convey feelings, moods -to make harmonies, discords to understand relationships between colours – colour wheel -use a colour wash. -develop tonal work by adding black and white. <u>Developing a Composition:</u> -arranging shapes -overlapping shapes to show depth and distance -balance of shapes and areas of interest -compose a picture, being aware of shapes and void.</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others how devices store and share information to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training <ul style="list-style-type: none"> I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression I can improvise and compose music for a range of purposes using the inter-related dimensions of music I can listen with attention to detail and recall sounds with increasing aural memory I can use and understand staff and other musical notations 	<p>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 United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health how they can prevent the spread of bacteria and viruses with everyday hygiene routines to recognise the shared responsibility of keeping a clean environment about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes that for some people their gender identity does not correspond with their biological sex how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies and community groups and mental wellbeing to identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour how to deal with common injuries using basic first aid techniques how to respond in an emergency, including when and how to contact different emergency services that female genital mutilation (FGM) is against British law¹ what to do and whom to tell if they think they or someone they know might be at risk of FGM <p>Toys: Confidently select appropriate tools, materials, components and techniques and use them. Use tools safely and accurately. Assemble components to make working models. Aim to make and to achieve a quality product. Understand how mechanical systems such as cams or pulleys or gears create movement.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Accurately apply a range of finishing techniques, including those from art and design. Draw up a specification for their design- link with Maths and Science. Plan the order of their work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making if the first attempts fail. Identify the strengths and areas for development in their ideas and products. Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluate their work both during and at the end of the assignment. Record their evaluations using drawings with labels.</p>
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<p>Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Draw up a specification for their design- link with Maths and Science.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Suggest alternative methods of making if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Evaluate their work both during and at the end of the assignment.</p> <p>Record their evaluations using drawings with labels.</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p> <p>Evaluate the key designs of individuals in design and technology which has helped shape the world.</p> <ul style="list-style-type: none"> • I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression • I can improvise and compose music for a range of purposes using the inter-related dimensions of music • I can listen with attention to detail and recall sounds with increasing aural memory • I can use and understand staff and other musical notations • I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • I can develop an understanding of the history of music. <p>Year 5: Use the internet to search for Charles Darwin's origin of species, make a power point of the highlights of his journey.</p> <ul style="list-style-type: none"> - understand computer networks, including the internet. - know how search results are ranked. <p>Year 6: Design a quiz using powerpoint on Charles Darwin for the year 5 to complete.</p> <ul style="list-style-type: none"> - create ideas where users can access useful information through devices. - demonstrate some awareness of a target audience across a range of content. 	<ul style="list-style-type: none"> • I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • I can develop an understanding of the history of music. <p>Year 5- Make a simple program and explain to the class how it works.</p> <ul style="list-style-type: none"> - logical reasoning to explain how simple algorithms work. - use logical reasoning to detect and correct errors in algorithms. <p>Year 6- The children to design a web page about Anglo-saxons/ Vikings</p> <ul style="list-style-type: none"> - I understand the technical aspects of how web pages are ranked in search. 	<p>Evaluate against their original criteria and suggest ways that their product could be improved.</p> <p>Evaluate the key designs of individuals in design and technology which has helped shape the world.</p> <ul style="list-style-type: none"> • I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression • I can improvise and compose music for a range of purposes using the inter-related dimensions of music • I can listen with attention to detail and recall sounds with increasing aural memory • I can use and understand staff and other musical notations • I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • I can develop an understanding of the history of music. <p>Year 5:</p> <ul style="list-style-type: none"> - understand the opportunities computer networks offer for collaboration. - be selective in evaluating digital content. <p>Year 6:</p> <ul style="list-style-type: none"> - understand the idea of a digital footprint and demonstrate an awareness of legal and ethical issues driven by technology. - understand simple technical aspects of HTML. - understand the technical aspects of how web pages are ranked in search.
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