

# Long Term Plan

## CYCLE B 2019 - 2020

### Lower KS2

SUBJECT	Autumn		Spring		Summer	
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
GEOGRAPHY HISTORY	ANCIENT EGYPT		THE UK		TRANSPORT THROUGH TIME	
ART & DESIGN	DRAWING		PAINTING		PRINTING	
DESIGN & TECHNOLOGY	MATERIALS COOKING WEEK		TEXTILES COOKING WEEK		MECHANICAL / ELECTRICAL COMPONENTS COOKING WEEK	
SCIENCE	STATES OF MATTER		LIVING THINGS & THEIR HABITATS	LIGHT	SOUND	ELECTRICITY
COMPUTING	BRING IT TO LIFE		GAMES IN A NEW WORLD INTERNET SAFETY DAY		MOVE IT SORT IT	
MUSIC	MAMMA MIA! HARVEST SERVICE CHRISTMAS SERVICE		THREE LITTLE BIRDS EASTER SERVICE		LEAN ON ME SUMMER FESTIVAL	
PHYSICAL EDUCATION	ATHLETICS TRACK & FIELD DANCE		INVASION GAMES GYMNASTICS		NET WALL & TARGET STRIKING & FIELDING	
MFL: FRENCH	ALL ABOUT ME	ALL AROUND TOWN	FAMILY & FRIENDS	GONE SHOPPING	HOLIDAYS & HOBBIES	TIME

CYCLE	YEAR	Autumn		Spring		Summer	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
B	<b>2019 - 2020</b>	<p align="center"><b>ANCIENT EGYPT</b> [See Knowledge Organiser]</p>		<p align="center"><b>THE UK</b> [See Knowledge Organiser]</p>		<p align="center"><b>TRANSPORT THROUGH TIME</b> [See Knowledge Organiser]</p>	
	<b>National Curriculum</b>	<p><b>History</b> The achievements of the earliest civilisations inc. an in depth study of... Ancient Egypt.</p> <p><b>Geography</b> &gt; physical geography, including: climate zones, biomes and vegetation belts, rivers... water cycle</p>		<p><b>Geography</b> <i>Locational Knowledge:</i> Name and locate counties and cities of the UK, geographical regions, and their identifying human and physical characteristics, key topographical features (including hills, mountains, <b>coasts</b> and rivers), and land-use patterns; and understand how some of these aspects changed over time.</p> <p><i>Geographical skills and fieldwork</i> &gt; use eight points of a compass, four and six-figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		<p><b>History</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. Transport, Housing.</p> <p><b>Geography</b> <i>Human and physical geography</i> Describe and understand key aspects of: &gt; 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>	
	<b>Skills &amp; Knowledge</b>	<p><b>History (to be covered this term)</b> &gt; I can use and spell subject specific vocabulary: (see list in Knowledge Organiser) &gt; I understand where Ancient Egypt fits in a time line in relation to other events and periods studied (e.g The Romans, World War I) &gt; I understand that Ancient Egypt runs over a very long time period (3150 BC to 30 BC when it became a Roman province) &gt; I can place important events (e.g. the building of the Pyramid of Giza), the lives of important figures (e.g. Ramses II) and important artefacts (e.g. The Rosetta stone) on a timeline of the period. &gt; I know some key facts about the period &gt; I know about at least two important figures of the period &gt; I can explore questions about the period &gt; I can use evidence to ask questions and find things out &gt; I understand some of the influences of the period on life today</p> <p><b>Geography (to be covered this term)</b> &gt; I can identify the region of Ancient Egypt on a modern map and describe its location using the words 'continent', 'country' and the names of cities and features (desert, Nile, Cairo)</p>		<p><b>Geography (to be covered this term)</b> &gt; I can use and spell subject specific vocabulary: (see list in Knowledge Organiser) &gt; I draw maps and plans of localities that include keys, grid references, a compass rose and some OS symbols &gt; I can use the internet to help find out about a location &gt; I can plan a route using 8 points of the compass &gt; I use 8 points of the compass to describe where a place is &gt; I can use the terms 'country', 'region', name the capitals of each country in the UK and name some of the counties &gt; I can name and locate some of the highest regions of the UK (e.g. The Lake District, Pennines, Cambrian Mountains) &gt; I can name and identify the longest rivers in the UK (Severn, Trent, Thames) &gt; I can name and identify the seas surrounding the UK (English Channel, Irish Sea, North Sea) &gt; I can identify parts of a coastline (river mouth, cliff, beach, stacks, caves) &gt; I can identify how a place in the UK has changed over time and give reasons for this</p>		<p><b>History (to be covered this term)</b> &gt; I can use and spell subject specific vocabulary: (see list in Knowledge Organiser) &gt; I understand where this topic fits in a time line in relation to other events and periods studied (e.g steam trains in the Victorian period) &gt; I can place important events (e.g. the invention of the steam engine), the lives of important figures (e.g. Brunel) and important artefacts (e.g. the Penny Farthing) on a timeline. &gt; I know some key facts about the period &gt; I know about at least two important figures of the period &gt; I can explore questions about the period &gt; I can use evidence to ask questions and find things out &gt; I understand some of the influences of the topic on life today</p> <p><b>Geography (to be covered this term)</b> &gt; I can identify how a place has changed over time and give reasons for this (e.g.the Avon-Kennett canal system, London or Bristol Docks)</p>	

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		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
B	2019 - 2020	<b>ANCIENT EGYPTIANS</b> <i>Drawing</i>		<b>THE UK</b> <i>Painting</i>		<b>TRANSPORT THROUGH TIME</b> <i>Printing</i>	
	National Curriculum	> to create sketch books to record their observations and use them to review and revisit ideas > to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] > about great artists, architects and designers in history.					
	Skills & Knowledge	<b>Drawing (to be covered this term)</b> > I use my sketches to base my work on > I use different grades of pencil at different angles to show different tones > I use hatching and cross hatching to show tone and texture in my drawings > I explore how styles of drawing have changed over time > I comment on similarities and difference between my work and others' work > I adapt and improve my work	<b>Painting (to be covered this term)</b> > I can describe the work of several notable UK artists (modern and classic) > I can create work inspired by my study of an artist > I mix colours effectively > I use watercolour paint to produce washes for backgrounds and then add detail > I experiment in creating mood and feelings with colour > I use a number of brush techniques using thin and thick brushes > I comment on similarities and difference between my work and others' work > I adapt and improve my work	<b>Printing (to be covered this term)</b> > I make my own printing blocks and experiment with different materials > I can make a one coloured print > I can build up layers of colours to make prints of two or more colours > I know how printing is used in the everyday life > I study different designers (including those from other countries) and compare their print techniques > I comment on similarities and difference between my work and others' work > I adapt and improve my work			

CYCLE	YEAR	Autumn		Spring		Summer	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
B	2019 - 2020	<b>ANCIENT EGYPTIANS</b> <i>Cooking Week</i> <i>Materials</i>		<b>THE UK</b> <i>Cooking Week</i> <i>Textiles</i>		<b>TRANSPORT THROUGH TIME</b> <i>Cooking Week</i> <i>Mechanical / Electrical Components</i>	
	National Curriculum	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>&gt; 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</li> <li>&gt; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>&gt; select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>&gt; select from and use a wider range of <b>materials</b> and components, including construction <b>materials</b>, textiles and <b>ingredients</b>, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>&gt; investigate and analyse a range of existing products</li> <li>&gt; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>&gt; understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>&gt; apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>		<p><b>Design</b></p> <ul style="list-style-type: none"> <li>&gt; 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</li> <li>&gt; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>&gt; select from and use a wider range of materials and components, including construction materials, <b>textiles</b> and <b>ingredients</b>, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>&gt; investigate and analyse a range of existing products</li> <li>&gt; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>&gt; understand how key events and individuals in design and technology have helped shape the world</li> </ul>		<p><b>Design</b></p> <ul style="list-style-type: none"> <li>&gt; 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</li> <li>&gt; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>&gt; select from and use a wider range of materials and <b>components</b>, including construction <b>materials</b>, textiles and <b>ingredients</b>, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>&gt; investigate and analyse a range of existing products</li> <li>&gt; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>&gt; understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>&gt; understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>&gt; understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>	
	Skills & Knowledge	<p><b>Food (to be covered across the year)</b></p> <ul style="list-style-type: none"> <li>&gt; Prepare ingredients hygienically using appropriate utensils</li> <li>&gt; Measure ingredients to the nearest gram</li> <li>&gt; Follow a recipe</li> <li>&gt; Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)</li> </ul> <p><b>Materials (to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; Cut materials accurately and safely by selecting appropriate tools</li> <li>&gt; Measure and mark out to the nearest millimetre</li> <li>&gt; Apply appropriate cutting and shaping techniques</li> <li>&gt; Select appropriate joining techniques</li> </ul>		<p><b>Food (to be covered across the year)</b></p> <ul style="list-style-type: none"> <li>&gt; Prepare ingredients hygienically using appropriate utensils</li> <li>&gt; Measure ingredients to the nearest gram</li> <li>&gt; Follow a recipe</li> <li>&gt; Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)</li> </ul> <p><b>Textiles (to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; Understand the need for a seam allowance</li> <li>&gt; Join textiles with appropriate stitching</li> <li>&gt; Select the most appropriate techniques to decorate tiles</li> </ul>		<p><b>Food (to be covered across the year)</b></p> <ul style="list-style-type: none"> <li>&gt; Prepare ingredients hygienically using appropriate utensils</li> <li>&gt; Measure ingredients to the nearest gram</li> <li>&gt; Follow a recipe</li> <li>&gt; Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)</li> </ul> <p><b>Components (to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</li> </ul>	

# CYCLE B Lower KS2 Science

CYCLE	YEAR	Autumn		Spring		Summer	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
B	2019 - 2020	<b>STATES OF MATTER [Y4]</b>		<b>LIVING THINGS &amp; THEIR HABITATS [Y4]</b>	<b>LIGHT [Y4]</b>	<b>SOUND [Y4]</b>	<b>ELECTRICITY [Y4]</b>
	National Curriculum	<ul style="list-style-type: none"> <li>&gt; compare and group materials together, according to whether they are solids, liquids or gases</li> <li>&gt; 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)</li> <li>&gt; identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>		<ul style="list-style-type: none"> <li>&gt; recognise that living things can be grouped in a variety of ways</li> <li>&gt; explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>&gt; recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; recognise that they need light in order to see things and that dark is the absence of light</li> <li>&gt; notice that light is reflected from surfaces</li> <li>&gt; recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>&gt; recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>&gt; find patterns in the way that the size of shadows change.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; identify how sounds are made, associating some of them with something vibrating</li> <li>&gt; recognise that vibrations from sounds travel through a medium to the ear</li> <li>&gt; find patterns between the pitch of a sound and features of the object that produced it</li> <li>&gt; find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>&gt; recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; identify common appliances that run on electricity</li> <li>&gt; construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>&gt; 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</li> <li>&gt; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>&gt; recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
	Skills	<p><b>WORKING SCIENTIFICALLY TWO PRACTICAL INVESTIGATIONS MIN.</b></p> <p>Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.</p>		<p><b>WORKING SCIENTIFICALLY ONE PRACTICAL INVESTIGATION MIN.</b></p> <p>Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.</p>	<p><b>WORKING SCIENTIFICALLY ONE PRACTICAL INVESTIGATION MIN.</b></p> <p>Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p>	<p><b>WORKING SCIENTIFICALLY ONE PRACTICAL INVESTIGATION MIN.</b></p> <p>Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.</p>	<p><b>WORKING SCIENTIFICALLY ONE PRACTICAL INVESTIGATION MIN.</b></p> <p>Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</p>
<p><b>(to be covered across the year)</b></p> <ul style="list-style-type: none"> <li>&gt; asking relevant questions and using different types of scientific enquiries to answer them</li> <li>&gt; setting up simple practical enquiries, comparative and fair tests</li> <li>&gt; making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>&gt; gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>&gt; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>&gt; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>&gt; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>&gt; identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>&gt; using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>							

CYCLE	YEAR	Autumn		Spring		Summer	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
B	2019 - 2020	BRING IT TO LIFE		GAMES IN A NEW WORLD + INTERNET SAFETY DAY 11.02.20.		MOVE IT AND SORT IT	
	National Curriculum	<ul style="list-style-type: none"> <li>&gt; design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>&gt; use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>&gt; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>&gt; 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</li> <li>&gt; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>&gt; select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>&gt; use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>					
	Skills	<p><b>Programming (to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; I can put programming commands into a sequence to achieve a specific outcome</li> <li>&gt; I can solve an open-ended problem e.g. adding sound to a model or object</li> <li>&gt; I can describe the algorithm I will need for a simple task</li> <li>&gt; I can use repeat commands</li> <li>&gt; I keep testing my program and recognise when I need to debug it</li> </ul> <p><b>Multimedia (to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; I can create different effects with different technology tools</li> <li>&gt; I can combine a mixture of text, graphics and sound to share my ideas and learning</li> <li>&gt; I can use appropriate keyboard commands to amend text on my device</li> <li>&gt; I can evaluate my work and improve its effectiveness.</li> </ul> <p><b>Technology in our lives (to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; I can describe the World Wide Web as the part of the Internet that contains websites</li> <li>&gt; I can use search tools to find and use an appropriate website</li> <li>&gt; I think about whether I can use images that I find online in my own work</li> </ul>	<p><b>E-Safety (to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; I can talk about what makes a secure password and why they are important.</li> <li>&gt; I can protect my personal information when I do different things online.</li> <li>&gt; I can use the safety features of websites as well as reporting concerns to an adult.</li> <li>&gt; I can recognise websites and games appropriate for my age.</li> <li>&gt; I can make good choices about how long I spend online.</li> <li>&gt; I ask an adult before downloading files and games from the Internet.</li> <li>&gt; I can post positive comments</li> </ul> <p><b>Programming (to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; I can put programming commands into a sequence to achieve a specific outcome</li> <li>&gt; I can break an open-ended problem up into smaller parts</li> <li>&gt; I can describe the algorithm I will need for a simple task</li> <li>&gt; I can detect a problem in an algorithm which could result in unsuccessful programming</li> <li>&gt; I keep testing my program and can recognise when I need to debug it</li> </ul> <p><b>Multimedia (to be covered this term) (to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; I can collect data to answer a question</li> <li>&gt; I can talk about the different ways data can be organised</li> <li>&gt; I can use a data logger to monitor changes and talk about the information it collects</li> </ul> <p><b>Technology in our lives (to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; I can create different effects with different technology tools</li> <li>&gt; I can combine a mixture of text, graphics and sound to share my ideas and learning.</li> <li>&gt; I can evaluate my work and improve its effectiveness</li> </ul>	<p><b>Programming (to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; I can put programming commands into a sequence to achieve a specific outcome</li> <li>&gt; I can plan and sequence instructions on a robot to make it achieve a specific outcome</li> <li>&gt; I can detect a problem in an algorithm which could result in unsuccessful programming</li> <li>&gt; I keep testing my program and can recognise when I need to debug it</li> <li>&gt; I can describe the algorithm I will need for a simple task</li> <li>&gt; I can break an open-ended problem up into smaller parts</li> </ul> <p><b>Handling Data (to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; I can search a ready-made database to answer questions</li> <li>&gt; I can add to a database</li> <li>&gt; I can make a branching database</li> </ul> <p><b>Technology in our lives (to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; I can use search tools to find and use an appropriate website</li> <li>&gt; I can save and retrieve work on the Internet, the school network, or my own device.</li> <li>&gt; I can talk about the parts of a computer.</li> </ul>			

CYCLE	YEAR	Autumn		Spring		Summer	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
B	2019 - 2020	<b>MAMMA MIA!</b> <b>HARVEST SERVICE</b> <b>CHRISTMAS SERVICE</b>		<b>THREE LITTLE BIRDS</b> <b>EASTER SERVICE</b>		<b>LEAN ON ME</b> <b>SUMMER FESTIVAL</b>	
	National Curriculum	Pupils should be taught to: > play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression > improvise and compose music for a range of purposes using the inter-related dimensions of music > listen with attention to detail and recall sounds with increasing aural memory > use and understand staff and other musical notations > appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians > develop an understanding of the history of music.					
	Skills	(to be covered across the year)  <b>Perform</b> > Sing from memory with accurate pitch > Sing in tune > Maintain a simple part with a group > Play notes on an instrument with care so that they are clear > Perform with control and awareness of others	(to be covered across the year)  <b>Compose</b> > Compose and perform melodic songs > Use sound to create abstract effects > Create repeated patterns with a range of instruments	(to be covered across the year)  <b>Transcribe</b> > Devise non-standard symbols to indicate when to play and rest > Recognise notes EGBDF and FACE on the musical stave > Recognise the symbols for minim, crotchet and semibreve and say how many beats they represent	(to be covered across the year)  <b>Describe</b> > Use the terms: duration, timbre, pitch, beat, temp, texture and use of silence to describe music > Evaluate music using musical vocabulary to identify areas of like and dislikes > Understand layers of sounds and discuss their effect on mood and feelings		

CYCLE	YEAR	Autumn		Spring		Summer	
		Term 1		Term 2		Term 3	
B	2019 - 2020	<b>ATHLETICS TRACK &amp; FIELD</b>	<b>DANCE</b>	<b>INVASION</b>	<b>GYMNASTICS</b>	<b>NET WALL &amp; TARGET</b>	<b>STRIKING &amp; FIELDING</b>
	National Curriculum	<ul style="list-style-type: none"> <li>&gt; use running, jumping, throwing and catching in isolation and in combination</li> <li>&gt; develop flexibility, strength, technique, control and balance</li> <li>&gt; compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>&gt; develop flexibility, strength, technique, control and balance</li> <li>&gt; compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>&gt; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>&gt; develop flexibility, strength, technique, control and balance</li> <li>&gt; compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>&gt; use running, jumping, throwing and catching in isolation and in combination</li> <li>&gt; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>&gt; use running, jumping, throwing and catching in isolation and in combination</li> <li>&gt; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>
	Skills	<p><b>(to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; Sprint over a short distance up to 60 metres</li> <li>&gt; Run over a longer distance, conserving energy in order to sustain performance</li> <li>&gt; Use a range of throwing techniques (e.g. under arm, over arm)</li> <li>&gt; Throw with accuracy to hit a target or cover a distance</li> <li>&gt; Jump in a number of ways, using a run up where appropriate</li> <li>&gt; Complete with others and aim to improve personal best performances</li> </ul>	<p><b>(to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; Plan, perform and repeat sequences</li> <li>&gt; Move in a clear, fluent and expressive manner</li> <li>&gt; Refine movements into sequences</li> <li>&gt; Create dances and movements that convey a definite idea</li> <li>&gt; Change speed and levels within a performance</li> <li>&gt; Develop physical strength and suppleness by practising moves and stretching</li> </ul>	<p><b>(to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; Throw and catch with control and accuracy</li> <li>&gt; Choose appropriate tactics to cause problems for the opposition</li> <li>&gt; Follow the rules of the game and play fairly</li> <li>&gt; Maintain possession of a ball</li> <li>&gt; Pass to teammates at appropriate times</li> <li>&gt; Lead others and act as a respectful team member</li> </ul>	<p><b>(to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; Plan, perform and repeat sequences</li> <li>&gt; Move in a clear, fluent and expressive manner</li> <li>&gt; Refine movements into sequences</li> <li>&gt; Create changes of direction, speed and level during performances</li> <li>&gt; Travel in a variety of ways, including flight, by transferring weight to generate power in movements</li> <li>&gt; Show a kinaesthetic sense in order to improve</li> <li>&gt; Swing and hang from equipment safely (using hands).</li> </ul>	<p><b>(to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; Throw and catch with control and accuracy</li> <li>&gt; Choose appropriate tactics to cause problems for the opposition</li> <li>&gt; Follow the rules of the game and play fairly</li> <li>&gt; Maintain possession of a ball</li> <li>&gt; Pass to teammates at appropriate times</li> <li>&gt; Lead others and act as a respectful team member</li> </ul>	<p><b>(to be covered this term)</b></p> <ul style="list-style-type: none"> <li>&gt; Strike a ball and field with control</li> <li>&gt; Lead others and act as a respectful team member</li> </ul>

CYCLE	YEAR	Autumn		Spring		Summer	
		Term 1		Term 2		Term 3	
B	2019 - 2020	ALL ABOUT ME	ALL AROUND TOWN	FAMILY & FRIENDS	GONE SHOPPING	HOLIDAYS & HOBBIES	TIME
	National Curriculum	<ul style="list-style-type: none"> <li>&gt; listen attentively to spoken language and show understanding by joining in and responding</li> <li>&gt; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>&gt; engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>&gt; speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>&gt; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>&gt; present ideas and information orally to a range of audiences*</li> <li>&gt; read carefully and show understanding of words, phrases and simple writing</li> <li>&gt; appreciate stories, songs, poems and rhymes in the language</li> <li>&gt; broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>&gt; write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>&gt; describe people, places, things and actions orally* and in writing</li> </ul> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>					
	Skills	<p><b>Speaking (to be covered across the year)</b></p> <ul style="list-style-type: none"> <li>&gt; Understand the main points from spoken passages</li> <li>&gt; Ask others to repeat words or phrases if necessary</li> <li>&gt; Ask and answer simple questions and talk about interests</li> <li>&gt; Demonstrate a growing vocabulary</li> </ul>	<p><b>Reading (to be covered across the year)</b></p> <ul style="list-style-type: none"> <li>&gt; Read and understand the main points in short written texts</li> <li>&gt; Read short texts independently</li> <li>&gt; Use a translation dictionary or glossary to look up new words</li> </ul>	<p><b>Writing (to be covered across the year)</b></p> <ul style="list-style-type: none"> <li>&gt; Write a few sentences using familiar expressions</li> <li>&gt; Express personal experiences and responses</li> <li>&gt; Write short phrases from memory with spelling that is readily understandable</li> </ul>	<p><b>Cultural Understanding (to be covered across the year)</b></p> <ul style="list-style-type: none"> <li>&gt; Describe with some details some aspects of countries or communities where French is spoken</li> <li>&gt; Make comparisons between life in countries or communities where French is spoken and the UK</li> </ul>		