

Geog before Hist Art before DT

Long Term Planning St Mary's Dorchester					
Rosenshine Paedagogy	1.Daily review 2.Present new material using small steps 3.Ask questions 4.Provide models 5.Guide pupil practice 6.Check for pupils understanding 7.Obtain a high success rate 8.Provide scaffolds for difficult tasks 9.Independent practice 10.Weekly and monthly review	Gospel Values	Humility Compassion Kindness Forgiveness Integrity Peace Courage Justice  Gospel Virtues - Faith Hope Charity	COEL	Go for it Gorilla Creative Chameleon Concentrating Crocodile Editing Elephant Proud Peacock Persevering Parrot

	Autumn	CC Link	Spring	CC Link	Summer	CC Link
Maths	<u>Autumn 1:</u> place value, addition & subtraction,  <u>Autumn 2</u> Multiplication & division;	Hist - links of Romans to Roman numerals Geog - links of Romans looking at	<u>Spring 1:</u> Multiplication & division, Money Statistics <u>Spring 2:</u> Length Fractions	Hist - problem solving links Geog- problem solving	<u>Summer 1:</u> Fractions Time  <u>Summer 2:</u> Angles and Properties of Shape Mass Capacity	Hist - problem solving WW2 Geo- problem solving WW2

		buildings etc				Sci- statistics using experiments
English	<p><u>Autumn 1:</u>  <a href="#">Here We Are - Oliver Jeffers</a> - Us and our locality  Traditional Tales - The True Story of the <a href="#">Three Little Pigs</a></p> <p><u>Autumn 2:</u>  Poetry - Season Poems  Historical Diaries - <a href="#">The Journal of Iliona The Young Slave</a>,</p> <p><a href="#">The True Story of The Three Little Pigs</a>  <a href="#">Roman Diary: The Journal of Iliona</a> - Richard Platt</p>	Hist - Roman links to Pompeii and Vesuvius Geo - links to Vesuvius and volcanoes	<p><u>Spring 1:</u>  Historical Diaries - <a href="#">The Journal of Iliona The Young Slave</a>,  Adventure Story - <a href="#">Stone Age Boy - Satoshi Kitamura</a>,</p> <p><u>Spring 2:</u>  Narrative - <a href="#">Secret Of Black Rock - Joe Todd-Stanton</a></p> <p><a href="#">Stone Age Boy - Satoshi Kitamura</a>  <a href="#">Secret Of Black Rock - Joe Todd-Stanton</a></p>	His - links to Stone Age	<p><u>Summer 1:</u>  instructions - <a href="#">My Strong Mind - Niels Van Hove</a>  Explanation - <a href="#">The Street Beneath My Feet - Charlotte Giullian</a></p> <p><u>Summer 2:</u>  Disaster Stories - <a href="#">Flood by Alvaro F. Villa</a>  Poetry - <a href="#">I Asked the Little Boy Who Cannot See based on the poem by Anon.</a></p>	His- WW2 links to by focusing on disasters
Religion	<p>Homes Promises Visitors Journeys</p> <p><a href="#">Asking big questions</a>  <a href="#">Communicating opinions</a>  <a href="#">Listening and empathy</a></p> <p><a href="#">Why did God create?</a>  <a href="#">Why is baptism important?</a>  <a href="#">What is baptism?</a>  <a href="#">How are you looking after the creation?</a>  <a href="#">Why do people pray?</a>  <a href="#">What helps you with prayer?</a>  <a href="#">Should we still celebrate in churches if people don't go very often?</a>  <a href="#">How do you prepare for advent?</a>  <a href="#">What journeys are important?</a></p>	Eng - explanatio ns	<p>Listening and Sharing Giving all Energy</p> <p><a href="#">Asking big questions</a>  <a href="#">Communicating opinions</a>  <a href="#">Listening and empathy</a></p> <p><a href="#">What is the purpose of feasts?</a>  <a href="#">In what way does God reveal Himself to you?</a>  <a href="#">Is Lent more about giving up or giving?</a>  <a href="#">What does Lent mean to you?</a></p>	Eng - writing diary entries	<p>Choices Special Places Other Faiths</p> <p><a href="#">Asking big questions</a>  <a href="#">Communicating opinions</a>  <a href="#">Listening and empathy</a></p> <p><a href="#">Do you agree that Easter is the most important time of the year? Please explain.</a>  <a href="#">Is it important that we understand different religions?</a>  <a href="#">Why are different religions important?</a></p>	Eng - writing extended pieces
Science	<u>Autumn 1:</u>	Math - experime	<u>Spring 1:</u>	Math - experim	<u>Summer 1:</u>	Math - experimen

Computing	<p><b>Rocks</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Why are rocks important? What are the different types of rocks? How are rocks formed?</p> <p><u>Autumn 2:</u> <b>Animals &amp; Humans - Nutrition</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. What is nutrition? Why is it important to have a balanced diet?</p>	nts using tables, stats, measuring	<p><u>Spring 1:</u> <b>Animals &amp; Humans - Movement</b> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. What types of skeletons are there? What are the functions of a skeleton and muscles?</p> <p><u>Spring 2:</u> <b>Light</b> Recognise that he/she needs 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 eyes. Find patterns in the way that the size of shadows change.  What is light? What sources of light are there? Why do we need light?</p>	ents using tables, stats, measuring	<p><b>Forces and Magnets</b> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 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.  What is a force? What forces are acting on...? Why are forces important? What is a north and south pole?</p> <p><u>Summer 2:</u> <b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  Why are plants important? What is the best way to grow plants? Do all plants need the same conditions?</p>	ts using tables, stats, measuring
	<p><u>Autumn 1:</u> Programming write and debug programs that accomplish</p>		<p><u>Spring 1:</u> Email To think about different methods of</p>	Maths - database s using	<p><u>Summer 1:</u> Graphing</p>	Science - create bar graphs to

	<p>specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Why is programming important? How do you use commands in a program? What is programming? Why is programming important?</p> <p><u>Autumn 2:</u> Staying safe Spreadsheets</p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>How do you stay safe?</p> <p>Why is it important to stay safe?</p> <p><b>PURPLEMASH</b></p> <p>Unit 3.1 Coding</p>		<p>communication.</p> <p>To open and respond to an email using an address book.</p> <p>To learn how to use email safely.</p> <p>To add an attachment to an email.</p> <p>To explore a simulated email scenario.</p> <p>What is an Email? What should I do if I receive an email that makes me feel scared or upset? What information can I send in an email?</p> <p><u>Spring 2:</u> Typing Branching Databases To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practice typing with the left and right hand. To sort objects using just 'yes' or 'no' questions. To complete a branching database using 2Question. To create a branching database of the children's choice. Why should I have good posture at the computer? Why should I type certain keys with certain fingers? What is meant by data? What is a database? What is a branching database?</p> <p><b>PURPLEMASH</b> Unit 3.5 Email Unit 3.4 Touch-Typing Unit 3.6 Branching Databases</p>	<p>data and interpreting</p>	<p>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</p> <p>Why are graphs important?</p> <p>Who uses graphs?</p> <p>What is a graph useful for?</p> <p><u>Summer 2:</u> Presenting with Google Slides</p> <p>To understand the purpose of the Slides tool. To add slides to presentations.</p> <p>To add media to presentations.</p> <p>To format text appropriately.</p> <p>To add shapes and lines to enhance a presentation.</p> <p>To use the skills learnt to design and create an engaging presentation.</p> <p>What is a presentation program used for?</p> <p>What features can you use to make a presentation more engaging?</p> <p><b>PURPLEMASH</b></p>	<p>show growth of plants</p>
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	Unit 3.2 Online Safety  Unit 3.3 Spreadsheets				Unit 3.8 Graphing  Unit 3.9 Presenting with Google Slides	
History	<u>Autumn 2:</u>  Guy Fawkes <b>Assessment: Explain 2 consequences of what Guy Fawkes did.</b>  TRIP - Maumbury Rings ( Roman amphitheatre) <b>Roman Invasion</b> <b>Pre and post unit assessment : Explain 2 consequences of the Roman invasion.</b>	Maths English RE	<u>Spring 2:</u> TRIP - Maiden Castle ( Iron Age Hillfort) <b>Living In The Iron Age</b>  <b>Assessment : Describe 2 features of the Iron Age.</b>	Art Geog	<u>Summer 2:</u> TRIP - Nothe Fort  <b>Assessment: Explain 2 consequences of WW2.</b>	Eng- writing opportunities - Lion, witch and wardrobe, diaries, Blitz poetry Art - Lowry artist study
Geog	<u>Autumn 1:</u>  <b>Oliver Jeffers Here We Are</b> <b>Assessment : Explain the difference between the UK, Great Britain and The British Isles.</b>  <b>Rome and Volcanoes</b>  <b>Assessment Q: What do you know about volcanoes?</b>	Hist - study of Italy and Rome	<u>Spring 1: ( Link to The Stone Age)</u>  Stone Age to Iron Age - Hillforts with a focus on Maiden Castle <ul style="list-style-type: none"> <li>Hill forts were stone age &amp; iron age settlements</li> <li>Rivers, vantage points and surrounding hills were important key features for a hill fortCommunities in hillforts had people with different skills had particular jobs.</li> <li>Hill forts weren't just for defenceThe way hillforts were built made them easy to defend</li> <li>Maiden Castle was built for defence</li> <li>The use of Maiden Castle changed over time</li> <li>The Romans used Maiden Castle</li> </ul>	Art - cave art	<u>Summer 1:</u>  <b>What is the water cycle?</b> <b>Assessment: Why does it rain and what happens to the water?</b>	Science

			<p><b>What is Maiden Castle and how is it used?</b>  <b>Assessment: I can summarise how the use of land on Maiden Castle has changed.</b></p>		
PE	<p>Football/ Tag Rugby</p> <p><b>Key Questions:</b>          How does exercise keep me healthy?          Why is it important to have regular exercise?          What decisions might you have to make when playing football or Tag Rugby?          What does the term 'sportsmanship' mean?</p> <p><b>Key Vocabulary:</b>          pass control, safely, coordination, throwing, catching, technique, decision making, tactical awareness, goal, try, tackle</p> <p><b>Key Knowledge:</b>          We will use our skills of running, throwing and catching previously learned to help us play the games football and tag rugby.          We will help you to understand the rules of the game and begin to make tactical decisions such as passing to a particular player          We will develop our ability to work as part of a team.          Mark players to defend and find spaces that are not defended.          Begin to dribble the ball with small touches, and begin passing with control.          Know how to score.</p> <p>Basketball/ Hockey</p> <p><b>Key Questions:</b>          How does my body feel when I exercise?          What does being a good team player look like?          What are the different positions played in a game of hockey/ basketball?</p> <p><b>Key Vocabulary:</b>          coordination, agility, balance, technique, decision making, tactical awareness, defend, attack, goal,</p>		<p>Gymnastics/ Orienteering</p> <p><b>Key Questions:</b>          How can you transition from a floor position to a standing position?          Does your routine include a clear beginning and end?          What parts of your body are having to work when you hold a position?          Are there any ways you can sequence your positions to create a routine?</p> <p><b>Key Vocabulary:</b>          centre of gravity, Symmetry, Technique, Transition, Reflect, Teamwork, performance</p> <p><b>Key Knowledge:</b>          We will learn how to develop our technique and improve our performances – reflecting on our own work and the work of our peers.          We will begin to start working with a friend- looking at symmetry, form and posture.          We will use a variety of apparatus and learn to travel safely.          We will combine arm actions with leaps, skips, spins and jumps in travel.</p> <p>Football/ Dance</p> <p><b>Key Questions:</b>          How can you stop the ball?          Where should you look when travelling with the ball?          What kinds of strategies can you use in football?          What does tactical awareness mean?</p>	<p>Tennis/ (Kick) Rounders</p> <p><b>Key Questions:</b>          What different ways can we use a racket and ball when playing tennis?          What does forehand/ backhand mean?          What is more important: the power to hit a ball hard and fast or control to be able to aim it where you want?          Can you explain the rules of kick rounders?          What skills do you need to be a good rounders player?          Do you have to be good at catching, hitting and running in rounders?</p> <p><b>Key Vocabulary:</b>          Backstop, fielder, bowler, base, strategy, tactical awareness, technique, strength, coordination, forehand, backhand, serve.</p> <p><b>Key Knowledge:</b>          We will learn to play simple rounders games and apply rules to the game. We will develop our skills when playing such as hitting, running around base, bowling and fielding. We will begin to serve the ball from our hands or after one bounce. We will learn how to hold the racquet for different taps. We will change from a ready position before tapping the ball to a partner.</p> <p>Athletics</p> <p><b>Key Questions:</b>          Why are good techniques important in athletics?          Explain sportsmanship?          Can you create an athletics competition? How would you score points? What activities would you set up?          What are the rules for a relay race?</p>	

	<p><b>Key Knowledge:</b> We will learn the rules of both hockey and basketball and understand the basic idea of attacking and defending. We will use our skills in running, jumping, throwing and catching to play a competitive game. We will learn to dribble the ball with control getting from A to B correctly. Use pass push, stop and begin to attack/ defend using a stick. Begin to score goals and employ simple tactics.</p>		<p><b>Key Vocabulary:</b> pass, defend, direction, tactical awareness, decision making, strategy. <b>Key Knowledge:</b> How to pass, tackle, shoot, defend and attack. We will begin to play competitive games, modified where appropriate suitable for attacking and defending. We will learn to keep a ball under control We will perform pair/group dances involving canon and unison, meet &amp; part. We will respond to music in a range of ways to show feeling, mood, rhythm.</p>		<p><b>Key Vocabulary:</b> Competitive, sportsmanship, relay, baton, technique, <b>Key Knowledge:</b> We will learn to run in different directions, speed and distances using good technique. We will improve our throwing technique, Reinforce our jumping technique. Understand the different aspects of a relay race. We will compete in competitions such as mini tournament and Sport's Day. <b>Swimming</b> Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>	
Forest Schools	<p><u>Autumn 1:</u> Introduction to forest schools, expectations, knots, Roman links - catapult, roundhouse, bread  <u>Autumn 2:</u> Animals in the environment Directional language, measuring, communication, investigating, categorising, designing and evaluating.  How do we stay safe in FS? Why are knots important? What would a catapult have been used for? What animals can we identify in the environment?</p>	Sci His DT	<p><u>Spring 1:</u> Den making, food - garlic flatbreads, dragon eyes <u>Spring 2:</u> Scavenging and trading, using a range of tools  Design, evaluate, make,  Why is it important to use tools? What is scavenging? Why is den making important?</p>	His Sci	<p><u>Summer 1:</u> Dig for victory - using environment to grow vegetables. <u>Summer 2:</u> Environment - plants, trees to identify, using tools  Plant, grow and look after Look after the environment Locate and name plants Explore the best ways for plants to live  Why are trees important? What is the best environment for growing vegetables?</p>	His Sci Geo
PSHE	<p><u>Autumn 1:</u> Health and wellbeing - healthy lifestyles, keeping safe,  <u>Autumn 2:</u> Health and wellbeing - growing and changing, Children can make choices about how to develop</p>	Sci	<p><u>Spring 1 &amp; 2:</u> Relationships - feelings and valuing difference Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.</p>		<p><u>Summer 1 &amp; 2:</u> Living in the Wider environment - responsibilities, caring for the environment &amp; money Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can</p>	Sci

	<p>healthy Lifestyles.</p> <p>Why is it important to have a healthy lifestyle? What is a healthy lifestyle? How can you stay safe? Who helps us to stay safe?</p>		<p>What are relationships? Why do we need relationships? What is self worth?</p>		<p>show how they care for the environment (e.g. animals and school grounds)</p> <p>What are consequences? What is bullying? What are the consequences of bullying?</p>	
DT	<p><b>What did the Romans do for us?</b> <b>Assessment :</b> <b>How will I design and construct an authentic Roman Villa?</b></p> <p><b><u>Designing and making a Roman Villa</u></b></p> <p>Know that a <b>Roman Villa</b> is a country house that was built and inhabited during the Roman Republic or the Roman Empire.</p> <p>Know that Roman Villas were luxurious houses where wealthy Romans lived and entertained.</p> <p>Know what a <b>pillar, atrium, triclinium, courtyard and hypocaust system</b> are.</p> <p>Explore the design features of Roman Villa and discuss the elements I would include in my design.</p> <p>Discuss my Villa design and the materials I will choose that can be cut, shaped and assembled with some accuracy to make a freestanding model.</p> <p>Refer to their design criteria as they design and make. Identify the strengths and areas for development in their ideas and products. Consider the views of others. Use their design criteria to evaluate their completed products.</p>	<p>His - Romans - using knowledge of Roman buildings Geo - human geography</p>	<p><b>What was the purpose of hill forts including Maiden Castle for the local population?</b> <b>Assessment: How will I make a functional board game that is fun to play?</b> <b><u>Design and make a 'Stone Age' themed board game</u></b></p> <p>Discuss and explore existing <b>board games</b>, how they are designed, how they work, the <b>materials</b> used to make them and the aesthetic qualities of the <b>game</b>.</p> <p>Explain how their <b>design</b> works, how they have linked the theme of 'stone age' to the game and what materials will be used to make it look <b>authentic</b></p> <p>Know that <b>measuring</b> with <b>some accuracy</b> gives a better <b>aesthetic</b> appearance to the board game.</p> <p>Understand that <b>materials</b> have <b>functional and aesthetic qualities</b>. Explain the choices of materials used for the 'stone age' pieces and why they added <b>authenticity</b> to the game.</p> <p>Understand that by <b>assembling</b> and <b>joining</b> the parts of the board game with <b>some accuracy</b> will make it more <b>functional</b>. Describe the <b>finishing techniques</b> used when making the board game to give it an <b>aesthetic</b> quality.</p> <p>Evaluate the final products. How well did they</p>	<p>Maths - measure</p> <p>Stone Age - History</p>	<p><b>Stone Age V Iron Age</b> <b>Assessment: How can I assemble and join materials to make an image move?</b> <b><u>Design and make a moving image using levers and linkages.</u></b></p> <p>Identify a <b>lever</b> and <b>linkage</b>.</p> <p>Explain the difference between a <b>lever</b> and a <b>linkage</b>.</p> <p>Describe how a <b>lever</b> and <b>linkage</b> works.</p> <p>Know that <b>levers and linkages</b> work by using <b>pivots</b> that are fixed and loose.</p> <p>Understand that accuracy in <b>measuring</b> and <b>joining</b> the parts of the <b>lever and linkage</b> design will affect the movement of the design.</p> <p>Understand that the choice of <b>materials</b> and <b>finishing techniques</b> will result in a good quality design.</p> <p>Describe your <b>lever and linkage</b> design and how it will move when the lever is operated.</p> <p>Investigate and analyse how well <b>products</b> have been <b>designed</b> and made; which <b>materials</b> and methods were successful; how well <b>products</b> worked; whether they achieved their purpose. <b>Design, lever, link, movement, slide, pivot,</b></p>	<p>Art - inspired by Gustav Klimt</p>



<p>Model ideas using prototypes. Use annotated diagrams and CAD designs to develop and communicate ideas. Generate realistic ideas, focusing on the needs of the user. Begin to take account of the availability of resources. Make strong, stiff shell structures.</p> <p>What does a Roman villa look like? How does a computer aided image help us to design a villa? What materials would the Romans have had available to use to make their homes? What processes will you need to build your villa? What materials did you use to make your villa model? Was your model strong and stiff? What designs were the most successful and why?</p> <p><u>Making Roman Bread</u> <b>Cooking &amp; Nutrition - where food comes from</b> <b>food preparation cooking and nutrition</b> Begin to know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including the use of a heat source. Begin to know how to use a range of techniques - kneading and baking Follow procedures for safety and hygiene Measure ingredients with some accuracy What ingredients are used to make bread? How did the Romans make bread? Why is it important to measure the ingredients accurately? What happens to the dough when we knead it? How do you know when the bread is cooked? What would the Romans eat with their bread? Was your Roman bread a success? Why?</p> <p><u>Autumn 2:</u> Design and make a Roman Villa Make Roman bread say what to do to be hygienic and safe begin to be able to read and understand food labels measure and weigh ingredients appropriately</p> <p>Gaps:</p>		<p>work and why? Which games were both functional and had authentic and aesthetic qualities? Game, board, prototype, pieces, rules, cut, join, authentic, evaluate, measure</p> <p><b>Design - Understanding contexts, users and purposes</b> <b>Planning</b> <b>Making - Practical skills and techniques</b> Investigate and analyse a range of existing products Pupils know how to use learning from mathematics to help design and make products that work. They understand that materials have functional and aesthetic qualities. Assembles joins and combines many materials with some accuracy. Applies some finishing techniques. Demonstrate that his/her design meets a range of requirements Complete a plan that shows the order and also what equipment and tools he/she needs Use equipment and tools accurately Explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality</p> <p>What types of board games do you have at home? Which board game designs do you like and why? How can we use maths to help us design the board game? How could you link the 'Stone Age' to the design of your board game? Why is it important to make your design functional and aesthetic? Is your board game functional and aesthetic? Why?</p>		<p>split pin, materials, measure, cut, join, assemble, test, evaluate</p> <p><b>Design - Understanding contexts, users and purposes</b> <b>Planning</b> <b>Making - Practical skills and techniques</b> Pupils know how to use learning from science and mathematics to help design and make products that work. They understand that materials have functional and aesthetic qualities. Recognise that materials can be combined and mixed to create more useful characteristics. Know how mechanical systems such as levers and linkages create movement.</p> <p>How can you make a picture move? Are there different ways we can make a picture move? Can you describe how a lever works? What materials would you choose to make your moving picture? Why is it also important to make your design with aesthetic qualities? How well did your design work?</p>
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	<p>CAD/prototypes Pioneers in DT Gears and pulleys Stiffening, strengthening and reinforcing Range of materials</p> <p>Think about making trebuchet involving levers and pulleys</p>				
Art	<p><u>Drawing: Gestural drawing with charcoal</u> Identify the properties of charcoal and artists who use it in their work. Discover the different things that they can do with charcoal through gestural mark making. Remind children of the beginnings of drawing and use charcoal and hands to make marks on a page. Create dynamic, atmospheric gestural drawings with charcoal. What is charcoal? What can I do with charcoal? How did cave people create art? How can I use charcoal to create gestural drawings?</p>		<p><u>Painting: Cloth, Thread, Paint</u> Explore the work of artists who use thread, cloth, and paint and to respond to their work in sketchbooks. Develop their own mark making vocabulary by looking at how artists use a variety of marks. Use paint and stitch to create energy and texture exploring the theme 'water' / 'land'. How do artists use thread, cloth, and paint to make artwork? How can I develop my mark making vocabulary to use later in my work? How can I combine paint and stitch to create energy and texture?</p>		<p><u>3D: Telling Stories Through Drawing and Making</u> Understand that artists use sketchbooks to respond to other creative artforms. Use exaggeration as a tool to convey the intention of my drawings. Make a 3d sculpture in response to literature/poetry. How are artists inspired by other artforms? How can I use exaggeration as a tool to convey the intention of my drawing? How can I respond to literature/poetry in the form of sculpture?</p>
Music	<p>Autumn 1</p> <p><b>Unit: Let Your Spirit Fly</b></p> <p>Style: R&amp;B, Western Classical, Musicals, Motown, Soul</p> <p>Autumn 2</p> <p><b>Unit: Glockenspiel Stage 1</b></p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p>		<p>Spring 1</p> <p><b>Unit: Three Little Birds</b></p> <p>Style: Reggae</p> <p>Spring 2</p> <p><b>Unit: The Dragon Song</b></p> <p>Style: A little bit funky and music from around the world.</p>		<p>Summer 1</p> <p><b>Unit: Bringing Us Together</b></p> <p>Style: Disco</p> <p>Summer 2</p> <p><b>Unit: Reflect, Rewind and Replay</b></p> <p>Style: Western Classical Music and your choice from Year 3</p>

<p>French</p>	<p><u>Autumn</u>: Getting to know you, All about me</p> <p>show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</p> <p>Why is French important? How can you say...? Can you have a short conversation in french?</p>		<p><u>Spring</u>: Food, family and friends</p> <p>ask and answer simple questions, for example about personal information repeat sentences heard and make simple adaptations to them use mostly accurate pronunciation and speak clearly when addressing an audience</p> <p>write some single words from memory use simple adjectives such as colours and sizes to describe things orally record descriptive sentences using a word bank</p> <p>Can you use a sentence? Can you write an adjective? Can you describe...?</p>		<p><u>Summer</u>: Our school, time</p> <p>recognise some familiar words and phrases in written form read some familiar words aloud using mostly accurate pronunciation learn and remember new words encountered in reading</p> <p>recognise the main word classes e g nouns, adjectives and verbs understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles have basic understanding of the usual order of words in sentences in the target language</p> <p>Can you recognise words? Why is pronunciation important?</p>	
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