

BERE REGIS PRIMARY & PRE-SCHOOL

CURRICULUM 2021



Curriculum Overview: Studland A

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
	Living in the UK	Traditional Tales	Christmas	Great Fire of London	Mary Anning	Zoom!	Being Me
History, Geography, Science, DT, Art, RE, Music, Computin, PE	<p>-Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South poles</p> <p>-Name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>-use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage</p> <p>Seasonal changes</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>Everyday materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties working scientifically to test materials for different seasons <p>Mechanisms (make a season wheel)</p> <ul style="list-style-type: none"> use a hole punch use paper fasteners <p>Ext wr: instructions – how to make a season wheel</p> <p>Painting – Canvas of the weather</p> <p>Creating media – weather reporters (Movie Maker)</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Ⓞ Make a film</p> <p>Ⓞ Write a weather report for your class</p>	<p>Textiles - puppet making</p> <p>Ⓞ Make a puppet</p> <p>Ⓞ Put on a shadow puppet play</p> <p>What makes a text sacred? Special books (Christianity, Islam, Judaism)</p> <p>Ext wr: report – what makes a text sacred?</p> <p>Dance: explorers (Complete PE)</p> <ul style="list-style-type: none"> use expression and emotion to a character control and coordinate their bodies that represent an explorer (LRRH) getting ready for a mission perform a sequence with a partner create and perform a motif to an audience 	<p>Why do Christians celebrate Christmas? (Christianity)</p> <p>Creating art – creating a digital Christmas card (Publisher)</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Exploring singing/performance – Christmas production</p>	<p>Events beyond living memory that are significant nationally or globally</p> <p>Ext wr: News report about the fire</p> <p>Settlements: Comparing London as a city to Bere Regis as a town</p> <p>Creating text – word processing (Word)</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Collage - Tissue paper</p> <p>The Great Fire of London (Hamilton Trust)</p> <ul style="list-style-type: none"> Take part in singing showing awareness of melody Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Sing songs in ensemble following the tune (melody) well. Carefully choose instruments to combine layers of sound, showing awareness of the combined effect Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases Create/ improvise repeated patterns (ostinati) with a range of instruments. Begin to represent sounds with drawing Use changes in dynamics, timbre and pitch to organise music. Know music can be played or listened to for a variety of purposes (in history/ different cultures). Describe basic elements of a piece of music (e.g. pace, volume, emotion) 	<p>Significant historical events, people and places in their own locality</p> <p>Ⓞ Produce rubbings of fossils</p> <p>Ⓞ Take a trip to the seaside</p> <p>Ext wr: letter about discoveries</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>Uses of everyday materials</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Ⓞ Build a bridge and test its strength</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Sculpture - clay fossils</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements (some should be used to compare aspects of life in different periods)</p> <p>Ext wr: report writing – about an influential individual</p> <p>Structures: model vehicles</p> <ul style="list-style-type: none"> Cut wood with a hacksaw and bench hook Use sandpaper to smooth cut ends of wood join wooden components with glue watch and adult using a glue gun Use Jinks’ corners to strengthen structures Mechanisms put wheels on axles to make a moving vehicle <p>Programming – Scratch/Logo to make a car move</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs <p>Machine Music (MC):</p> <ul style="list-style-type: none"> Hear and identify the pulse in music. Use voice to good effect understanding the importance of warming up first. Effectively choose, order, combine and control sounds (texture/ structure). Create a simple rhythm by clapping or using percussion Use sound to create abstract effects (including using ICT) Create sequences of long and short sounds- rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping. Perform in ensemble with instructions from the leader. Carefully choose sounds to achieve an effect (including use of ICT). Recognise changes in timbre (sound quality smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Listen for different types of sounds and Know how sounds are made and changed. Make sounds with a slight difference, with help. Change sounds to suit a situation. Make own sounds and symbols to make and record music. Follow a simple piece of written rhythmic notation Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder) <p>Gym: pathways (Complete PE)</p> <ul style="list-style-type: none"> explore different pathways, creating linked movements explore zig-zagged vs curved pathways create own sequence 	<p>Animals, including humans</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Ext wr: explanation – how does my body work</p> <p>Drawing – pencil line self-portraits (using half photographs)</p> <p>Ⓞ create a piece of art for an exhibition</p> <p>About the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Food</p> <ul style="list-style-type: none"> name familiar foods know where food comes from group familiar foods e.g. as fruit or vegetables, and understand the need for a mixture of foods in a healthy diet work hygienically and safely cut, grate and peel foods using tools and hands mix ingredients with hands or a spoon use simple measuring aids (spoons, cups, scoops) prepare foods for cooking in an oven <p>Creating media – TV chefs, filming the steps of a recipe (Movie Maker)</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>How do people welcome new babies? (Christianity, Islam, Judaism)</p> <p>Ⓞ Make biscuits</p>
	English	<p>Writing to entertain: poetry (Poems on a theme –the seasons)</p> <ul style="list-style-type: none"> use finger spaces between words use noun phrases which add detail to description appreciate rhymes and poems and recite some by heart with appropriate intonation to make the meaning clear (R) write poetry <p>Ⓞ Learn a poem off by heart</p> <ul style="list-style-type: none"> gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Writing to inform: reports (a weather forecast)</p> <ul style="list-style-type: none"> use capital letters and full stops to mark sentences use adverbials of time (first, then, next, after, later, then next day) use apostrophes to mark possession (June’s weather) use relevant strategies to build their vocabulary <p>Ⓞ perform in front of your class</p>	<p>Writing to entertain: stories (Traditional Tales – Little Red Riding Hood)</p> <ul style="list-style-type: none"> Orally rehearse sentences use noun phrases which add detail to description use the progressive form for verbs e.g. was walking use exclamation sentences use exclamation marks, particularly in relation to speech begin to use inverted commas to mark direct speech use time sequence (when) recognise simple recurring literary language in stories/ recognising and joining in with predictable phrases(R) becoming very familiar with traditional tales, retelling them and considering their particular characteristics (R) discuss the sequence of events in books and how items of information are related (R) <ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates use relevant strategies to build their vocabulary 	School, money, Christmas, parents, class, beautiful, who,	<p>Writing to inform: letter (from a London resident, Samuel Pepys)</p> <ul style="list-style-type: none"> use capital letter for first person ‘I’ use apostrophes to mark contractions use subordinating conjunctions in the middle of sentences (so, when, if, because) use noun phrases to inform (wooden houses, risky habit) use question marks <ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<p>Writing to inform: real recounts (Lyme Regis Trip)</p> <ul style="list-style-type: none"> use adverbials of time (first, then, next, after, later, then next day) write narratives about personal experiences make notes of important words which will help me write <p>Writing to entertain: in character/role (Mary Anning, in role, recounting life)</p> <ul style="list-style-type: none"> use coordinating conjunctions to link two main ideas (and, but, so, or) <p>write narrative about fictional experiences of others</p> <ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<p>Writing to entertain: descriptions (description of a race)</p> <ul style="list-style-type: none"> use noun phrases which add detail to description use capital letters and full stops to mark sentences Use of suffix –ly to turn adjectives into adverbs <p>Ⓞ create a comic strip</p> <p>Writing to inform: explanations (how does a car/plane work)</p> <ul style="list-style-type: none"> Use suffixes –er and –est to create comparative and superlative adjectives use relevant strategies to build their vocabulary <p>Writing to entertain: stories (Literacy Shed, space video?)</p>
Statutory Spellings	Today, there, where, because, child, both, children, cold, great, sure,	Once, ask, friend, love, full, any, pretty, after, again, pass, path, who,	School, money, Christmas, parents, class, beautiful, who,	House, door, poor, busy, people, everybody, even	Kind, climb, only, many, break, father,	Go, so, push, pull, floor, behind, old, fast, last, past, move, prove, improve,	Love, mind, every, water, sugar, eye,
	<p>Maths – whole, hour, half PSHE - bath</p>						
	Visits: weather walk	Involved: textiles – puppet making		Invited: Fire of London art (tissue paper)	Trip: fossil hunting Lyme Regis	Invited: Exhibition – model vehicles & Scratch logo	Trip: Tesco Farm to Fork, or similar
	Parents invited: art session (canvas)	Involved: textiles – puppet making		Invited: Fire of London art (tissue paper)	Trip: fossil hunting Lyme Regis	Invited: Exhibition – model vehicles & Scratch logo	Trip: Tesco Farm to Fork, or similar

Curriculum Overview: Studland B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History, Geography, Science, DT, Art, RE, Music, Computing, PE	<p>Africa</p> <p>-name and locate the world’s seven continents and five oceans - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area of a contrasting non- European country - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South poles -use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage Animals, including humans</p> <ul style="list-style-type: none"> ● identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ● identify and name a variety of common animals that are carnivores, herbivores and omnivores ● describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p>Food (African food) - name familiar foods - know where food comes from - group familiar foods e.g. as fruit or vegetables, and understand the need for a mixture of foods in a healthy diet - work hygienically and safely - cut, grate and peel foods using tools and hands -mix ingredients with hands or a spoon - use simple measuring aids (spoons, cups, scoops) -prepare foods for cooking in an oven Ⓜ make and taste flatbread Ext writing: writing to inform – recipe. Mechanisms (lever animal mouths- pg. 127) - use levers and linkages to make a picture move -assemble a lever to make a picture move Sculpture – papier mache animals</p> <p>Ⓜmake a mask</p> <p>Exploring rhythm - Drumming workshops</p> <p>Carnival of the animals (Hamilton Trust) - Order sounds to create an effect (structure- beginnings/endings). - Create short musical patterns. -Control playing instruments so they sound as they should. -Use pitch changes to communicate an idea. -Start to compose melodies with two or three notes. -Identify texture– one sound or several sounds? -Say what they like or dislike about a piece of music and why -Use voice in different ways to create different effects. -Listen carefully and recall short rhythmic and melodic patterns. -Start to look at basic formal notation- play by ear first. Ⓜ record different sounds and ask others to guess what they are</p> <p>Dance: The Zoo (Complete PE) - control and co-ordinate body to perform movements that represent big animals - perform a sequence with a partner - create and perform a motif to an audience</p>	<p>Titanic</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Drawing – pastel image of the Titanic</p> <p>Researching - researching our topic (web browsers)</p>	<p>Pattern</p> <p>Link to maths</p> <p>Printing – repeating patterns</p> <p>Artists – repeating patterns (William Morris)</p> <p>Creating art – repeating patterns and shapes (Publisher) - use technology purposefully to create, organise, store manipulate and retrieve digital content</p> <p>How is art used in Islam? (Islam)</p> <p>Ext writing: writing to inform – information report on Islamic art.</p> <p>Gym: body parts (Complete PE)</p> <p>- explore balances using the ‘big’ and ‘small’ parts of our body on the floor and on apparatus - explore adding movement combinations together to create mini-patterns/sequences- improve and evaluate a sequence</p>	<p>Bere Regis Locality Study</p> <p>Significant historical events, people and places in their own locality - use simple compass directions and locational and directional language to describe the location of features and routes on the map - use simple fieldwork and operational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols and a key - Use basic geographical vocabulary to refer to key physical features, including: key human features: city, town, village, factory, farm, house, office, port, harbour, shop Ⓜ walk to a local landmark</p> <p>Ext writing: writing to inform – real recount of village trip.</p> <p>Textiles – Cross stitch</p> <p>What can we find out about Christianity by visiting a local church? (Christianity)</p> <p>Programming – Beebots -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -create and debug simple programs - use logical reasoning to predict the behaviour of simple programs</p> <p>Creating media – create a presentation about Bere Regis, including photographs taken, text, hyperlinks to other pages; small groups each create a page about one feature (PowerPoint) - use technology purposefully to create, organise, store manipulate and retrieve digital content</p> <p>Changes Within Living History (Hamilton Trust) · Imitate changes in pitch– high and low. · Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). · Hear different moods in music. · Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). · Start to recognise different instruments. · Listen to a piece of music, describing if it is fast or slow, happy or sad</p>	<p>Kings and Queens</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (some should be used to compare aspects of life in different periods)</p> <p>Painting – jigsaw image of Queen Victoria</p> <p>Ⓜ Create a class collage</p>	<p>Habitats</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> ● explore and compare the differences between things that are living, dead, and things that have never been alive ● identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ● identify and name a variety of plants and animals in their habitats, including microhabitats ● describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food <p>Structures: build a habitat - choose and use a selection of materials for model-making (e.g. card, wood, tubes, cotton reels, straws) - join components using glue or tape; know which is appropriate for the materials Ext writing: writing to inform – instructions – how to build a habitat.</p> <p>Creating data – record bug hunting data (Excel) - use technology purposefully to create, organise, store manipulate and retrieve digital content</p> <p>Ⓜ Go on a hunt for insects or small creatures Ⓜ Make a home for an insect or small animal Ⓜ Discover what is in a pond Ⓜ Become a nature detective Ⓜ Go bird watching</p>
	<p>Writing to entertain: poetry (around a theme - African animals)</p> <ul style="list-style-type: none"> ● use finger spaces between words ● write poetry <p>Writing to entertain: stories (Mama Panya’s Pancakes)</p> <ul style="list-style-type: none"> ● use noun phrases which add detail to description ● use progressive form for verbs e.g. was walking ● use exclamation marks, particularly in relation to speech ● begin to use inverted commas to mark direct speech <p>♣ participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Writing to inform: information/report (an African animal)</p> <ul style="list-style-type: none"> ● use capital letters and full stops to mark sentences ● use noun phrases which inform ● use coordinating conjunctions to link two main ideas ● use commas to separate items in a list 	<p>Writing to inform: recounts (diary from the Titanic)</p> <ul style="list-style-type: none"> ● use finger spaces between words ● use capital letter for first person ‘I’ ● use coordinating conjunctions to link two main ideas (and, but, so, or) ● use exclamation sentences ● write narrative about fictional experiences of others <p>♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Writing to inform: real recounts (Life Boat Trip)</p> <ul style="list-style-type: none"> ● write narratives about personal experiences 	<p>Writing to entertain: stories (Town Mouse and Country Mouse)</p> <ul style="list-style-type: none"> ● use coordinating conjunctions to link two main ideas (and, but, so, or) ● use time sequence ● use opportunities to read own work aloud ● use capital letters and full stops to mark sentences ● recognise simple recurring literary language in stories/ recognising and joining in with predictable phrases (R) ● discuss the sequence of events in books and how items of information are related (R) <p>♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ use relevant strategies to build their vocabulary</p>	<p>Writing to inform: letter (about our village, to community member; Love from Louisa)</p> <ul style="list-style-type: none"> ● use apostrophes to mark contractions ● use exclamation sentences where appropriate ● use adverbials of time (first, then, next, after, later, then next day) <p>♣ consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>Writing to entertain: in character/role (as the Queen at the coronation)</p> <ul style="list-style-type: none"> ● Begin to differentiate between past and present tense to suit purpose ● use exclamation sentences ● use exclamation marks, particularly in relation to speech ● Use suffixes –er and –est to create comparative and superlative adjectives <p>♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Writing to inform: instructions (how to plant a seed)</p> <ul style="list-style-type: none"> ● use commas to separate items in a list ● use adverbials to order (first, firstly, next, after, later) ● Use of suffix –ly to turn adjectives into adverbs <p>Writing to inform: explanations (how does a plant grow?)</p> <ul style="list-style-type: none"> ● use a question mark 	<p>Writing to inform: information/report (habitat report, including data)</p> <ul style="list-style-type: none"> ● use subordinating conjunctions in the middle of sentences (so, when, if, because) ● use apostrophes to mark possession (e.g. a badger’s home) ● make notes of important words which will help me write <p>♣ use relevant strategies to build their vocabulary</p> <p>Writing to entertain: poetry (rhyming poetry)</p> <ul style="list-style-type: none"> ● write poetry <p>♣ gain, maintain and monitor the interest of the listener(s)</p>
English	There, where, both,	Full, poor, any, busy, people, pretty, after, money,	Every, beautiful	Today, school, my, here, house, our, find, kind, behind, child, most, children, only, old, past, grass, improve, could, would, should, Mr, Mrs, everybody, even	Mind, clothes, gold, hold, told, steak, father, who, Wild, plant,	Climb, water, grass,
Statutory Spellings	Maths – whole, hour, half PSHE - bath					
	Visitors: Zoolab animals	Titanic: Poole RNLI trip	Trip: local village walk – parent helpers included	Trip/visit: plant expert in ?	Trip/visit: plant expert in ?	Visitors: Zoolab animals
	Parents involved: help with African food	Parents invited: Class assembly – topic presentation	Parents involved: textiles: cross stitch	Parents invited: Class assembly – topic presentation	Parents invited: class assembly – how plants grow	Parents involved: help with African food

Curriculum Overview: Kimmeridge A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Stone Age to the Iron Age	Festival of Light	Romans		Forests (weather/location compar) (shorter)	The Settlers:Anglo Saxons/ Vikings (longer)
History, Geography, Science, DT, Art, RE, Music, Computing	<p>Changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"> - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Ext wr: diary – a day in the life of a Stone age peasant/fighter</p> <p>Rocks</p> <ul style="list-style-type: none"> - 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. - <i>scientific theories about the construction of Stone Henge (scientists and inventors)</i> <p>Techniques- Sculpture: Stone Age pottery and sculpture (clay)</p> <p>Control - Scratch use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Light</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces ☒ recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the sizes of shadows change. <p>☉ Light a candle ☉ Make a pin hole camera</p> <p>Sound</p> <ul style="list-style-type: none"> - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases. <p>☉ Make a musical instrument</p> <p>Electricity</p> <ul style="list-style-type: none"> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - 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 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors. <p>Ext wr: science investigation formal write up</p> <p>Electronics: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] – Christmas themed buzzer toy</p> <p>☉ Make an electric model</p> <p>Artists: Pointillism <i>Stained glass windows</i> <i>Craft afternoon with parents</i> <i>What is the importance of festivals of light? Hanukah (Judaism) Christmas (Christianity) and Diwali (Hinduism)?</i></p> <p>☉ learn about a new religion and visit a new place of worship</p> <p>Design and Create (Publisher) – advert for Christmas performance</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>This could include:</p> <ul style="list-style-type: none"> - Julius Caesar’s attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian’s Wall - British resistance, for example, Boudica - ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Ext wr: persuasive advert for gladiatorial battle Ext wr: letter home from a Roman soldier in Britain</p> <ul style="list-style-type: none"> - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Locational knowledge</p> <ul style="list-style-type: none"> - locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Cooking and nutrition: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <ul style="list-style-type: none"> - Follow a simple recipe <p>Mechanisms & Structures: understand and use mechanical systems in their products (wheels and axels) (make a Roman chariot)</p> <ul style="list-style-type: none"> - Use pre-drawn nets to make 3D card structures - Cut, score and fold car accurately - Make stable frameworks, using strengthening struts - Cut wood with a hacksaw and bench hook to 10mm accuracy - Sand wood evenly to produce a smooth finish - Use a glue gun with 1:1 supervision <p>Techniques: mosaics</p> <p>The Life of Jesus: How was Jesus’ life involved with the Romans? (Christianity) Research use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>☉ Take part in a roman banquet ☉ Make a mosaic</p> <p>Maths: Roman Numerals</p> <ul style="list-style-type: none"> - Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time. 	<p>Forces and Magnets</p> <ul style="list-style-type: none"> - compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing <p>Esafety – Safer Internet Day use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Place knowledge</p> <ul style="list-style-type: none"> - 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>Locational knowledge</p> <ul style="list-style-type: none"> - locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Trees as a symbol (Pan-religious)</p> <p>Ext wr: explanation – how trees are used in different religions</p> <p>Artist Study: Henri Rousseau; ‘The Tree of Life’ by Gustav Klimt</p> <p>Media - Sound (Audacity) –a soundscape explanation about our local forest use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>☉ Make something out of wood ☉ Walk through a forest ☉ Take part in a treasure hunt</p> <p>Animal Crackers (MC)</p> <ul style="list-style-type: none"> · Make creative use of the way sounds can be changed, organised and controlled (including ICT). · Use a variety of different musical devices including melody, rhythms and chords. · Identify orchestral family timbres and cyclic patterns. - Use musical dimensions together to compose music expressively <p>☉ Compose a piece of music ☉ Create a soundtrack for a piece of film</p> <p>Les Animaux (the animals)</p>	<p>Britain’s Settlement by Anglo Saxons and Scots This could include:</p> <ul style="list-style-type: none"> - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) ☒ Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066 <p>Ext wr: newspaper report about event</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> - 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 (in relation to Saxon and Viking settlers) <p>Techniques and Artists: portraits in different styles</p> <p>Music in the Viking age (1-2 lessons)</p> <ul style="list-style-type: none"> · Describe different purposes of music in history/ other cultures.
		Bonjour! (Getting to know you)	Les Fete (celebrations)	Exploring Instruments - Dorset Music Service		
			Allons-y! (Let’s go!)			A L’ecole (At school)
PE	<p>Gym: symmetry and asymmetry (Complete PE)</p> <ul style="list-style-type: none"> - balance on one, two, three or four points for 7 seconds - explore movement and balances in a symmetrical way - create a sequence which has symmetrical and asymmetrical balances 	<p>Dance: cheerleading (firework link)</p> <ul style="list-style-type: none"> - demonstrate use of space, levels, directions, pathways and body shape - copy, repeat and remember movement, developing movement memory - create a clear middle, beginning and end 	<p>OAA: orienteering, teamwork, problem solving (Complete PE)</p> <ul style="list-style-type: none"> - understand what makes an effective team - develop the qualities required to lead a team effectively - develop different ways of communicating - introduce the concept of a map or plan, using a key to navigate 		Swimming and yoga	<p>Athletics: jumping, throwing, running</p>
English	<p>Writing to inform: letter (Stone Age Boy)</p> <ul style="list-style-type: none"> • Consolidate four main punctuation marks • Use relative clauses to add further detail <p>Writing to entertain: characters/settings (Stig of the Dump)</p> <ul style="list-style-type: none"> • <i>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say (R)</i> • Use detailed description • Opportunities for comparing different forms of past tense (progressive and simple) ♣ participate in discussions, presentations, performances, role play, improvisations and debates 	<p>Writing to persuade: advertising – Christmas Carol performance</p> <ul style="list-style-type: none"> • Use imperative verbs to convey urgency • Use rhetorical questions to engage the reader • Use commas to make fronted adverbials and subordinate clauses • Adjectives for a positive description <p>Writing to entertain: stories (The Firework Maker’s Daughter)</p> <ul style="list-style-type: none"> • Use fronted adverbials to show how/when an event occurs • Use commas for fronted adverbials • Detailed description ♣ participate in discussions, presentations, performances, role play, improvisations and debates <p>Writing to entertain: poetry (Christmas)</p> <ul style="list-style-type: none"> • Use expanded noun phrases to add detail and description • <i>Recognise some different forms of poetry (for example free verse, narrative poetry)</i> 	<p>Writing to entertain: stories (Gorilla??)</p> <ul style="list-style-type: none"> • Use nouns or pronouns appropriately, for clarity and cohesion and to avoid repetition • Use subordinate clauses to add detail or context • Use commas for subordinate clauses • Use full punctuation for direct speech, including punctuation within and before inverted commas • Paragraphs to organise in time sequence ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>☉ Visit a museum</p>	<p>Writing to inform: newspaper article (about a Roman event)</p> <ul style="list-style-type: none"> • Use inverted commas for direct speech • Use capital letters for proper nouns • Consolidate four main punctuation marks • Use relative clauses to add further detail • Begin to use the present perfect tense • <i>Identity how language, structure and presentation contribute to meaning (R)</i> • <i>In non-narrative material, use simple organisational devices (e.g. headings and subheadings)</i> ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<p>Writing to inform: recount (of our trip)</p> <ul style="list-style-type: none"> • Use subordinating conjunctions to join clauses, including as openers • Use commas to mark subordinate clauses • Use expanded noun phrases to inform • Commas to separate adjectives in a list • Begin to use the present perfect tense <p>Writing to persuade: speech (deforestation)</p> <ul style="list-style-type: none"> • Use noun phrases to add detail and description • Use relative clauses to provide additional enticement • Use commas for relative clauses • Use of discussion adverbials (firstly, on the other hand, however, also, therefore, in addition, in conclusion) • Facts and statistics • Planned repetition ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) <p>Class read – Journey to the River Sea</p>	<p>Writing to entertain: poetry (structures)</p> <ul style="list-style-type: none"> • <i>Recognise some different forms of poetry (for example free verse, narrative poetry)</i> <p>Writing to entertain: stories from other cultures</p> <ul style="list-style-type: none"> • Use full punctuation for direct speech, including punctuation within and before inverted commas • May begun to use dashes for emphasis • Paragraphs to organise in time sequence ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Statutory spellings	<p>Arrive, possess, popular,</p> <p>Maths – circle, eight, eighth, group, minute, opposite, position, quarter, regular, straight</p>	<p>Address, although, favourite, occasion, occasionally, remember, special, heard</p> <p>Classroom Display – answer, grammar, learn, library, question, sentence, though, thought, through</p>	<p>Appear, arrive, believe, bicycle, build, calendar, centre, century, famous, guard, history, naughty, ordinary, reign, separate, surprise, therefore, woman, women</p>		<p>Accidentally, continue, decide, describe, different, disappear, experiment, guide, mention, particular, various</p>	<p>Early, pressure,</p>
	Visit: Bradbury Rings	Visit: Hindu temple in Southampton	Visit: Priest house museum		Visit: local forest/ Thorncome woods	Visit: Carey Camp : Cranborne Anc Technology Centre
	Parents invited: class assembly – the stone age	Parents involved: Christmas craft afternoon	Parents involved: DT construction chariot	Parents invited: class assembly – romans	Parents involved: welly walk to woods (trip)	Parents invited: learning exhibition

Curriculum Overview: Kimmeridge B							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Rivers and the Water Cycle	Ancient Greece	Festive Enterprise	Our Environment – Help Our Habitats		My body; everybody	Field to Fork
History, Geography, Science, DT, Art, RE, Music, Computing, French, PE, French	<p>Locational knowledge</p> <ul style="list-style-type: none"> - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - 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>Human and physical geography</p> <ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>States of Matter</p> <ul style="list-style-type: none"> - compare and group materials together, according to whether they are solids, liquids or gases - 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) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Ext writing: writing to inform - recount. Diary of a water droplet.</p> <p>Techniques - sketchbooks (Early naturalists' use of observational drawing to record specials; British fish etc)</p> <p>Techniques – painting (watercolours of river scene)</p> <p>Why is the Ganges important to Hindus?</p> <p>Media – Picture (Media Player) Stop motion animation of water cycle use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Water Music (MC)</p> <ul style="list-style-type: none"> · Create accompaniments for tunes using drones or melodic ostinato (riffs). · Create (dotted) rhythmic patterns with awareness of timbre and duration. · Record own compositions. · Create own songs (raps- structure). · Identify where to place emphasis and accents in a song to create effects (duration). · Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure. · Use these words to identify where music works well/ needs improving. · Know how pulse stays the same but rhythm changes in a piece of music. · Listen to several layers of sound (texture) and talk about the effect on mood and feelings. · Use silence for effect and know symbol for a rest (duration). · Read notes, follow a basic melody line, and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). · Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary <p>Dance: Weather (Complete PE)</p> <ul style="list-style-type: none"> - using a theme to create movement and actions to perform sequences - create a performance which will include timing, rhythm and stage presence - review and evaluate a performance 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Cooking and nutrition: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <ul style="list-style-type: none"> - Combine food to make a tasty snack, taking flavour and texture into account - Use an oven under close supervision Ⓞ eat something you've not tried before <p>Design and Create - present (PowerPoint) 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>Ext writing: writing to inform – explanation. Ancient Greeks (MC)</p> <ul style="list-style-type: none"> · Improvise (including call and response) within a group using 1, 2 or more notes. · Perform significant parts from memory and from notation, either on a musical instrument or vocally -Compose and perform melodies using three or four notes. · Create and repeat extended rhythmic patterns, vocally, clapping and using a range of percussion · Compose and perform melodies using four or five notes. · Know the difference between pulse and rhythm. · Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. · Play with a sound-the symbol approach. · Use written symbols both standard and invented to represent sounds · Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece - Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory. 	<p>Maths/ Christmas project</p> <p>Chn plan, purchase, construct and sell Christmas cards</p> <p>Textiles: Sewing (fabric baubles for sale)</p> <ul style="list-style-type: none"> - create a pattern, taking seam allowances into account <p>Ⓞ Sew on a button</p> <p>Joyeux Noël: Festive celebration</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes <p>Locational knowledge</p> <ul style="list-style-type: none"> - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Living things and their habitats</p> <ul style="list-style-type: none"> - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things. - identify that humans and some other animals have skeletons and muscles for support, protection and movement - <i>construct and interpret a variety of food chains, identifying producers, predators and prey.</i> <p>Structures: bird/bat/bug boxes</p> <ul style="list-style-type: none"> - Use pre-drawn nets to make 3D card structures - Cut, score and fold car accurately - Make stable frameworks, using strengthening struts - Cut wood with a hacksaw and bench hook to 10mm accuracy - Sand wood evenly to produce a smooth finish - Use a glue gun with 1:1 supervision <p>Artists: Richard Long, Andy Goldsworthy; photo study</p> <ul style="list-style-type: none"> Ⓞ Make a sculpture Ⓞ Create a sculpture trail <p>How do Buddhists respect our environment?</p> <p>Design and Create - data (branching, Excel) 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>ESafety – Safer Internet Day use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Ext writing: writing to inform - poster.</p> <p>Dance: wild animals (Complete PE)</p> <ul style="list-style-type: none"> - respond to stimuli - create character and emotion in a dance - execute a wider variety of movements in a sequence - perform to an audience <p>La Meteo (The Weather Forecast)</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> - 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 - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions <p>Cooking and nutrition: understand and apply the principles of a healthy and varied diet</p> <ul style="list-style-type: none"> - Know and understand the components of a balanced diet - Make healthy choices for snacks <p>Ext writing: writing to persuade – letter to Chartwells re healthy eating.</p> <p>Mechanisms: understand and use mechanical systems in their products (sliders, linkages)</p> <ul style="list-style-type: none"> - use scissors and hole punch with some accuracy - cut out slots in windows in card - assemble complex linkages using card or string to make a figure move <p>Techniques - charcoal: Human form</p> <p>Collaborate – wiki (the human body, linked to Eng.) 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>Tout sur moi (All about me)</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Plants</p> <ul style="list-style-type: none"> - 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. <p>Ext writing: writing to inform – science write up – requirements of plants for life and growth (including compliance)</p> <p>Maths: data</p> <ul style="list-style-type: none"> - begin to relate the graphical representation of data to recording change over time. - interpret data presented in many contexts. <p>Cooking and nutrition:</p> <ul style="list-style-type: none"> - understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Cut, chop, peel and slice food safely and hygienically - Mix ingredients with a spoon or whisk <p>Techniques – drawing: (Observational art: sketching, chalk/pastels fruit/veg)</p> <p>How do Muslims and Christians value food in their relationship with God?</p> <p>Control - Barclays Project design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Ⓞ Cook outdoors</p> <p>Je veux manger! (I want to eat!)</p>	
		<p>Je m'habille (I get dressed)</p>	<p>Gym: jumping and movement</p> <ul style="list-style-type: none"> - develop control in the pencil, dish, teddy bear, rock and roll rolls - travel at different speeds with different pathways - jump to create shapes in air (star, pencil, tuck) 		<p>Exploring instruments - Dorset Music Service</p>	<p>OAA: orienteering, teamwork, problem solving</p> <ul style="list-style-type: none"> - look at what makes an effective team, with a focus on cooperation and responsibility - to orientate a map, travel to a point and record what they find 	<p>RE Day – Why do Christians celebrate Pentecost?</p> <p>Swimming and yoga</p>
English	<p>Writing to inform: explanation</p> <ul style="list-style-type: none"> • May be built around an image • Use techniques to highlight key words (bold, underline etc) • Use expanded noun phrases to inform • <i>In non-narrative material, use simple organisational devices (eg headings and subheadings)</i> <p>Writing to entertain: poetry (Around a theme: rivers)</p> <ul style="list-style-type: none"> • Detailed description ♣ gain, maintain and monitor the interest of the listener(s) 	<p>Writing to entertain: stories (myths and legends Greeks)</p> <p>Theseus and the Minotaur</p> <ul style="list-style-type: none"> • Use full punctuation for direct speech, including punctuation within and before inverted commas • Use subordinate clause to add detail or context • Use commas for subordinate clauses • Use expanded noun phrases to add detail and description • Paragraphs to organise in time sequence 	<p>Writing to entertain: descriptions (The Bear and the Hare)</p> <ul style="list-style-type: none"> • Use fronted adverbials to show how/when an event occurs • Use commas for fronted adverbials • Paragraphs to organise in time sequence ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<p>Writing to inform: Biography (David Attenborough and others)</p> <ul style="list-style-type: none"> • Use subordinating conjunctions to join clauses, including as openers • Capital letters for proper nouns • Use commas to mark subordinate clauses • Opportunities for comparing different forms of past tense (progressive and simple) <p>Book Study/Writing to entertain: description (The Iron Man)</p> <ul style="list-style-type: none"> • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say (R) • Use detailed description • Use inverted commas for direct speech ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p>Writing to persuade: letter – local environment</p> <ul style="list-style-type: none"> • Use noun phrases to add detail and description • Use relative clauses to provide additional enticement • Use commas for relative clauses • Ensure use of capital letters for proper nouns • Use of discussion adverbials (firstly, on the other hand, however, also, therefore, in addition, in conclusion) • Planned repetition • Adjectives for positive description ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>Writing to entertain: poetry (Finding a voice: environments)</p> <ul style="list-style-type: none"> • Read aloud their own writing, to a group or class, using appropriate intonation and controlling the tone or volume so that meaning is clear • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ participate in discussions, presentations, performances, role play, improvisations and debates Ⓞ Write and perform a poem 	<p>Writing to inform: pages about the body</p> <ul style="list-style-type: none"> • Identity how language, structure and presentation contribute to meaning (R) • Paragraphs used to group related ideas • Subheadings to label content • Use bullet point to list items • Use commas to mark fronted adverbials • Use techniques to highlight key words (bold, underline etc) <p>Writing to persuade (poster): keeping teeth healthy poster</p> <ul style="list-style-type: none"> • Use of second person • Use of colour and images • Use imperative verbs to convey urgency • Use rhetorical questions • Use ? ! for rhetorical/exclamatory sentences • Use commas to make fronted adverbials and subordinate clauses • Facts and statistics 	<p>Book Study: Fantastic Mr Fox</p> <ul style="list-style-type: none"> • Different viewpoints • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say (R) • Choose nouns or pronouns appropriately, for clarity and cohesion and to avoid repetition • Use full punctuation for direct speech, including punctuation within and before inverted commas • May begun to use dashes for emphasis • Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ participate in discussions, presentations, performances, role play, improvisations and debates • Writing to inform: instructions • May be built around an image • Use commas to mark fronted adverbials • Use bullet points to list items • Commas to separate a list
Stature	<p>Island, material, notice, often, peculiar</p>	<p>believe, build, caught, centre, century, experience, history, interest, knowledge, medicine, possession, recent, reign,</p>	<p>Actual, busy, business, complete,</p>	<p>Actually, earth, certain, extreme, famous, important, perhaps, possible, probably, promise, strange, consider, difficult, enough, suppose,</p>	<p>Accident, breath, breathe, exercise, fruit, heart, height, increase, length, medicine, potatoes, purpose, strength, weight, woman, women</p>	<p>Natural,</p>	
	<p>Maths – circle, eight, eighth, group, minute, opposite, position, quarter, regular, straight Classroom Display – answer, grammar, learn, library, question, sentence, though, thought, through</p>						
	Residential : Local River – Leeson House	Visit: Greek Restaurant		Visitor: YPTE	Visit/visitor: Arne (RSPB)/Monkey World	Visitor: osteopath, Dogs Trust	
	Parents invited: class assembly – river poems	Parents involved: Greek food	Parents involve:baubles		Parents invited: music concert	Parents invited: class assembly – the human body	
						Parents invited: country fayre/food tasting	

		Curriculum Overview: Jurassic A					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History, Geography, Science, DT, Art, RE, French	One Globe		Festive Enterprise	Maya		Being Human	Coasts and settlements - Comparison
	<p>Human and physical geography</p> <ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Locational knowledge</p> <ul style="list-style-type: none"> - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Mechanisms: pulleys – make a cable car for a mountain</p> <p>@Pick litter in your local area</p> <p>Interconnectedness</p> <p>What do different beliefs tell us about caring for our environment? (pan-religious)</p> <p>Weather and Seasons (MC)</p> <ul style="list-style-type: none"> · Show control, phrasing and expression in singing. · Improvise on own with increasing aural memory · Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing · Sing or play from memory with confidence. · Take turns to lead a group and provide suggestions to others · Play more complex instrumental parts - Make a sequence of long and short sounds with help (duration). · Clap longer rhythms with help. - Know how pulse, rhythm and pitch fit together. - Perform from simple notation on tuned/untuned instruments · Use increased aural memory to recall sounds accurately. - Use knowledge of musical dimensions to know how to best combine them. 		<p>What the significance of the first people to visit Jesus? Nativity. (Christian)</p> <p>Cooking and nutrition: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Ext wr: instructions/recipe – how to make a pie</p> <p>Textiles: cross stitch</p> <p>Christmas decoration</p> <p>@Design a product or business idea and pitch t investors</p> <p>@ Send an email</p>	<p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p> <p>Ext wr: diary - day in the life of a Mayan peasant</p> <p>Cooking and nutrition: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (salsa, guacamole, chocolate)</p> <p>@Do a blind folded taste test @ make chocolate</p> <p>Textiles: weaving</p> <p>Mayan masks: sketching and sculpture</p> <p>L'Universe (The Universe)</p> <p>Earth and space</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth • describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky • Galileo Galilei and Stephen Hawking (scientists and inventors) <p>@Take part in a debate</p> <p>@Make a papier mache planet</p> <p>Journey into Space (MC)</p> <ul style="list-style-type: none"> · Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. · Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. · Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances · Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea · Create music reflecting given intentions and record using standard notation. · Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). · Use a range of musical terminology to confidently describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). · Refine and improve own/ others' work. · Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects · Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music 		<p>Forces</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <p>@Make and launch an air powered rocket</p> <p>What do people believe about how the world began? Creation Stories (pan-religious)</p> <p>Ext wr: narrative – the creation story according to the Mayans</p> <p>Ext wr: persuasive – the Mayan's were the greatest of the ancient civilisations</p>	<p>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood <p>Ext wr: explanation - how does the circulatory system work?</p> <ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans • describe the changes as humans develop to old age • Leonardo Da Vinci's Vitruvian man (scientists and inventors) <p>Cooking and nutrition: understand and apply the principles of a healthy and varied diet</p> <p>@Plan and cook a meal</p> <p>How do people decide what is a good life? Morality and ethics</p> <p>The Ten Commandments (Christianity) and Deuteronomy (Judaism)</p> <p>Artist Study: Kandinsky</p> <p>Maths: data</p> <p>- know when it is appropriate to find he mean of a data set</p> <p>Moi! (Describing me and what I like)</p>
	<p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird <p>Ext wr: report of life cycle</p> <ul style="list-style-type: none"> • describe the life process of reproduction in some plants and animals <p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics 	<p>Evolution and inheritance</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Mary Leakey's work on fossils (scientists and inventors) • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • DNA scientists (scientists and inventors) • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 					<p>Why is Muhammad called the Messenger of God? (Islam)</p>
English	<p>Writing to entertain: narrative (The Piano)</p> <ul style="list-style-type: none"> • Use semi-colons to join related clauses • Use dashes to emphasise additional information • Use a range of tenses to indicate changes in timing/sequence etc • In narratives, describing setting, characters and atmosphere • Use adverbials to provide cohesion across the text <p>♣ participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Writing to discuss: review (The Piano)</p> <ul style="list-style-type: none"> • Use colons and semi-colons to punctuate complex lists • Use of the subjunctive form where needed • Use of expanded noun phrases to describe in detail <p>Writing to entertain: classic poetry (The Highwayman)</p> <ul style="list-style-type: none"> • Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience 	<p>Writing to entertain: narrative (short spooky stories -Harris Burdick)</p> <ul style="list-style-type: none"> • Use a wide range of sentence structures to add interest • Use paragraphs to organise in time sequence <p>Writing to persuade: letter (to Secretary of State for Environment)</p> <ul style="list-style-type: none"> • Use brackets or dashes for parentheses, including for emphasis • Planned repetition • Identify how language, structure and presentation contribute to meaning • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction <p>♣ consider and evaluate different viewpoints, attending to and building on the contributions of others</p>		<p>Writing to entertain: the power of imagery poems (Thomas Hardy's Snow in the Suburbs)</p> <p>Writing to discuss: newspaper article (the heliocentric/geocentric debate)</p> <ul style="list-style-type: none"> • Use relative clauses to provide supporting detail • Use commas to mark relative clauses • Use brackets or dashes for parenthesis, including for emphasis • Use semi-colons to mark related clauses • Précising longer passages <p>♣ participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Writing to inform: recount (Francis)</p> <ul style="list-style-type: none"> • Begin to use colons to link related clauses • Use a thesaurus 	<p>Writing to inform: report (Mayan life)</p> <ul style="list-style-type: none"> • Use subordinating conjunctions in varied positions • Begin to use passive voice to remain formal or detached • Use technical vocabulary and glossary • Use brackets or dashes to explain technical vocabulary • Use semi-colons to punctuate complex lists, including when using bullet points • Use colons to introduce lists or sections • Headings/subheadings • Retrieve, record and present information from non-fiction <p>Writing to entertain: plays (Macbeth)</p> <ul style="list-style-type: none"> • Discuss and evaluate how authors use language including figurative language considering the impact on the reader <p>♣ participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>@Put on a performance</p>	<p>Writing to entertain: descriptions (Kensuke's Kingdom - blog)</p> <ul style="list-style-type: none"> • Use subordinate clauses to add detail or context, including varied positions • Use brackets for incidentals • Discuss and evaluate how authors use language including figurative language considering the impact on the reader • In narratives, describing setting, characters and atmosphere • Integrate dialogue to convey character and advance the action <p>♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>Writing to persuade: speech (protection of the Jurassic Coast)</p> <ul style="list-style-type: none"> • use adverbials to convey a sense of certainty • use short sentences for emphasis • use of the subjunctive form for formal structure • use ? ! for rhetorical/exclamatory sentences • hyperbole • Distinguish between statements of fact and opinion • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <p>♣ participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>♣ gain, maintain and monitor the interest of the listener(s)</p> <p>@Write a speech</p> <p>Writing to entertain: performance poems</p> <ul style="list-style-type: none"> • Learn a range of poetry by heart • Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience
PE, French	<p>OAA: problem solving, orienteering, team work (Complete PE)</p> <ul style="list-style-type: none"> - know what makes an effective team, with a focus on communication - learn why motivating is important when working in a team - develop qualities required to be a leader - solve problems through team work <p>Ma famille (my family)</p>	<p>Dance: Carnival – Samba (Complete PE)</p> <ul style="list-style-type: none"> - use my body to perform with control and rhythm - create a sequence, using a stimulus - review and evaluate a dance 		<p>Gym: Counter-balance and counter-tension (Complete PE)</p> <ul style="list-style-type: none"> - explore the new concept of counter-balance and counter-tension - develop sequences - evaluate a piece of gym work 		<p>Swimming and yoga</p>	<p>Athletics: jumping, throwing, running</p>
Statute	<p>Amateur, apparent, appreciate, convenience, correspond, criticise, disastrous, environment, exaggerate, existence, government, guarantee, immediate, immediately, opportunity, parliament, persuade, recommend, signature, sincere, sincerely, sufficient, suggest, temperature, thorough,</p>	<p>Bargain, excellent, competition, develop especially, arvellous, recommend, twelfth</p>	<p>According, ancient, community, curiosity, language, leisure, privilege, profession, sacrifice, symbol, system,</p>	<p>Attached, available, bruise, conscience, conscious, embarrass, explanation, identity, individual, muscle, necessary, prejudice, shoulder, stomach, variety, vegetable, embarrass</p>	<p>Awkward, dictionary, necessary, physical, pronunciation, relevant, rhyme, rhythm, yacht</p>		
Computing		<p>Research – Use search technologies effectively, appreciate how results re selected and ranks, and be discerning in evaluating digital content.</p> <p>Design and create – present (PowerPoint) Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>E-safety – safer internet day Use technology safely, respectfully and responsibly; recognise unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Design and create – (word) Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Media – News Report – King Duncan's death: Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Communicate – Blog - Kensuke life experience blog. Understand computer networks including the internet; how they can provide multiple services, such as world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Control –Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes.</p>	
Tri	<p>Parents invited: class assembly- The Highwayman</p>	<p>Involved: cross stitch</p>	<p>Visitor: Space Dome</p> <p>Parents involved: Mayan weaving</p>	<p>Parents invited: Macbeth action theatre</p>	<p>Visitor: Life Education Van</p> <p>Parents invited: class assembly</p>	<p>Trip: Residential to coastal location</p> <p>Parents involved: 3D sculpture</p>	

Curriculum Overview: Jurassic B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	We will remember (World War II in Europe and the Battle of Britain)		Bere Regis: Our Local History		All Change	The Shang Dynasty		
History, Geography, Science, DT, Art, PE, French	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, - a significant turning point in British history, for example, the first railways or the Battle of Britain Ext writing: writing to inform – diary recount of WWII individual.</p> <p>Britain Since 1930 (MC)</p> <ul style="list-style-type: none"> Improvise using 5 notes of the pentatonic scale Compose and perform melodies using five or more notes. Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals) Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals) Use these words to identify strengths and weaknesses in own and others' music. Know how the other dimensions of music are sprinkled through songs and pieces of music. Describe different purposes of music in history/ other cultures and how lyrics reflect cultural context and have social meaning to enhance own compositions. Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it . Use musical vocabulary to explain some of the reasons why a piece of music might have been composed Describe how music can be used to create expressive effects and convey emotion <p>Dance: Tea Dance</p> <ul style="list-style-type: none"> create different movements that represent elements of war use levels and characterisation use choreographed movements that incorporate emotion, expression and characterisation review and evaluate a dance performance <p>La seconde guerre mondiale (WW2)</p>		<p>A local history study:</p> <ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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>Locational knowledge</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Ext writing: writing to inform – newspaper article about a present day event (send to parish magazine?)</p> <p>Photography of the village</p> <ul style="list-style-type: none"> Plan a tour around the local area Learn something new about your local area Use an OS map <p>Au village (In the village)</p>		<p>Properties and changes of materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p>Ext writing: writing to inform – science write up of investigation.</p> <p>Cooking and nutrition:</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Make a dessert</p>		<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China</p> <p>Mechanisms: cams: 3D moving toy</p> <p>How does religion influence culture – Taoist, Buddhist and Ancient Chinese tradition.</p> <p>Ext writing: writing to entertain – retell a religious story from another culture.</p> <p>The Shang Dynasty (Hamilton Trust)</p> <ul style="list-style-type: none"> Hold part in a complex round (pitch/structure). Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions). Improvise using 5 or more notes to compose and perform melodies. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). Read/ work out the musical stave (notes as Year 4) and use standard musical notation to perform and record own music (adding dotted quavers). <p>Describing (adjectives and questions)</p>	
	PE, French, RE	<p>Can religions help people find peace? Acts of Peace (pan-religious)</p>		<p>Journeys – an exploration of pilgrimages in Christianity and Islam (half day projects)</p>		<p>OAA: prob solving. orienteering, team work (Complete PE)</p> <ul style="list-style-type: none"> draw own map and set trails for others to follow work in groups where roles and responsibilities are understood plan and share roles within the group, based on each other's strengths, before setting off plan strategies to solve problems build shelters <p>How do Christians and Muslims make use of places of worship? (Christian, Muslim)</p>	<p>Gym: movement and jumping</p> <ul style="list-style-type: none"> travel in an increasing variety of pathways, levels and speeds jump along, over and off apparatus of varying height with control in the air and on landing 	<p>Swimming and yoga</p> <p>Ma Semaine (Time)</p> <p>Does prayer make a difference? (The Five Pillars of Islam and Christian Worship)</p>
English	<p>Writing to inform: newspaper article (outbreak of war)</p> <ul style="list-style-type: none"> Use expanded noun phrases to inform Secure use of commas to mark clauses, including opening or subordinating clauses Identify how language, structure and presentation contribute to meaning Retrieve, record and present information from non-fiction Précising longer passages <p>Writing to entertain: poems on a theme – War poems. (Cultures)</p> <ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates 		<p>Writing to entertain: narrative (historical – War Horse)</p> <ul style="list-style-type: none"> Use colons to add further detail in a new clause Use relative clauses to add detail or context Detailed description In narratives, describing setting, characters and atmosphere Integrate dialogue to convey character and advance the action <ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Radio Play</p> <ul style="list-style-type: none"> write and record/broadcast a radio play 		<p>Writing to entertain: characters/settings, descriptions (Harry Potter)</p> <ul style="list-style-type: none"> Discuss and evaluate how authors use language including figurative language considering the impact on the reader Use a thesaurus Integrate dialogue to convey character and advance the action <p>Writing to persuade: advertising (Visit Bere Regis leaflets)</p> <ul style="list-style-type: none"> use of second person personal pronouns facts and statistics use of colour and images use imperative and modal verbs to convey urgency use semi-colons for structure repetition hyperbole use colons and semi-colons to list features, attractions or arguments. participate in discussions, presentations, performances, role play, improvisations and debates 	<p>Writing to inform: biography (Mary Anning)</p> <ul style="list-style-type: none"> Use relative clauses to add further detail Use brackets or dashes to mark relative clauses Begin to use colons and semi-colons to mark clauses Paragraphs used to group related ideas Retrieve, record and present information from non-fiction 	<p>Writing to entertain: characters/settings, descriptions (Northern Lights) B</p> <ul style="list-style-type: none"> Adverbials: -ed openers, -ing openers Use relative clauses to add detail or context Detailed description Use paragraphs to organise in time sequence Discuss and evaluate how authors use language including figurative language considering the impact on the reader In narratives, describing setting, characters and atmosphere give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<p>Writing to discuss: balanced argument (Was he a good emperor?)</p> <ul style="list-style-type: none"> Use model verbs to convey degrees of probability Use paragraphs to structure arguments Begin to use passive voice to maintain impersonal tone Maintain formal and impersonal tone Appropriate use of cohesive devices Distinguish between statements of fact and opinion Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary participate in discussions, presentations, performances, role play, improvisations and debates <p>Writing to entertain: poetic style (Michael Rosen, Roger McGough)</p> <ul style="list-style-type: none"> Learn a range of poetry by heart Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience gain, maintain and monitor the interest of the listener(s)
Stat utor	<p>Communicate, definite, desperate, determined, disastrous, equip, equipped, equipment, foreign, forty, government, guarantee, harass, hindrance, interfere, interrupt, lightning, programme, secretary, soldier, sufficient, thorough</p> <p>PSHE – embarrass Maths - twelfth</p>		<p>Accommodate, accompany, average, category, cemetery, committee, develop, familiar, frequently, neighbour, nuisance, occupy, queue, restaurant, vehicle</p>		<p>Occur</p>	<p>Achieve, aggressive, ancient, controversy, especially, exaggerate. Language, leisure, mischievous, privilege, profession, recognise,</p>		
Computing	<p>Research – Use search technologies effectively, appreciate how results re selected and ranks, and be discerning in evaluating digital content.</p>		<p>E-safety – safer internet day</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>Design and create – data (Excel)</p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>		<p>Communicate – Travel programme</p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Communicate - Stop motion (states of matter)</p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Control - Barclays Project</p> <p>Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes.</p>	
	<p>Nothe Fort/ Tank Museum/Signals Museum</p> <p>Parents involved: knitting a poppy</p>		<p>Parents invited: afternoon tea</p> <p>organise tea for parents and carers</p>		<p>Visit: walk around the village, field work, mapping</p> <p>Parents involved: village walk (trip)</p> <p>Parents invited: assembly</p>	<p>Visitors: Life Education Van</p> <p>Visit: Carey Camp</p> <p>Parents involved: DT construction moving toy</p> <p>Parents invited: Shang Dynasty exhibition</p>		

