

		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		Maya		Being Human							
		<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>Festive Enterprise</p> <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 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>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>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>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 <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 wr: report - about Dorset coast</p> <p>3D modelling, sculpture of Jurassic coast</p> <p>@Make a large scale model</p> <p>La Plage (The Beach)</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>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>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 punctate 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>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) 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. Britain Since 1930 (MC) · Improve 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 Dance: Tea Dance - 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 La seconde guerre mondiale (WW2)		Bere Regis: Our Local History A local history study: - 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 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. Locational knowledge - 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 Ext writing: writing to inform – newspaper article about a present day event (send to parish magazine?) Photography of the village ⓂPlan a tour around the local area ⓂLearn something new about your local area ⓂUse an OS map Au village (In the village)		All Change Properties and changes of materials Pupils should be taught to: ● 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 Ext writing: writing to inform – science write up of investigation. Cooking and nutrition: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ⓂMake a dessert		The Shang Dynasty 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 Mechanisms: cams: 3D moving toy How does religion influence culture – Taoist, Buddhist and Ancient Chinese tradition. Ext writing: writing to entertain – retell a religious story from another culture. The Shang Dynasty (Hamilton Trust) · 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). Describing (adjectives and questions)	
History, Geography, Science, DT, Art, PE, French	Light Pupils should be taught to: ● recognise that light appears to travel in straight lines ● use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ● explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ● use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Textiles – knitting a poppy Ⓜ Learn to knit	Electricity Pupils should be taught to: ● associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ● compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ● use recognised symbols when representing a simple circuit in a diagram Electronics: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] (bunker? - Hamilton trust circuit building) Ext writing: writing to inform – explanation – how does a bunker work?	OAA: prob solving. orienteering, team work (Complete PE) - 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 How do Christians and Muslims make use of places of worship? (Christian, Muslim)	Gym: movement and jumping - 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	Swimming and yoga Ma Semaine (Time) Does prayer make a difference? (The Five Pillars of Islam and Christian Worship)	Athletics: jumping, throwing, running		
PE, French, RE	Can religions help people find peace? Acts of Peace (pan-religious)	Journeys – an exploration of pilgrimages in Christianity and Islam (half day projects)						
English	Writing to inform: newspaper article (outbreak of war) ● 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 Writing to entertain: poems on a theme – War poems. (Cultures) ♣ participate in discussions, presentations, performances, role play, improvisations and debates	Writing to entertain: narrative (historical – War Horse) ● 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 ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Radio Play Ⓜ write and record/broadcast a radio play	Writing to entertain: characters/settings, descriptions (Harry Potter) ● 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 Writing to persuade: advertising (Visit Bere Regis leaflets) ● 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	Writing to inform: biography (Mary Anning) ● 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	Writing to entertain: characters/settings, descriptions (Northern Lights) B ● 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	Writing to discuss: balanced argument (Was he a good emperor?) ● Use modal 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 Writing to entertain: poetic style (Michael Rosen, Roger McGough) ● 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)		
Statutor	Communicate, definite, desperate, determined, disastrous, equip, equipped, equipment, foreign, forty, government, guarantee, harass, hindrance, interfere, interrupt, lightning, programme, secretary, soldier, sufficient, thorough PSHE – embarrass Maths - twelfth		Accommodate, accompany, average, category, cemetery, committee, develop, familiar, frequently, neighbour, nuisance, occupy, queue, restaurant, vehicle		Occur	Achieve, aggressive, ancient, controversy, especially, exaggerate. Language, leisure, mischievous, privilege, profession, recognise,		
Computing	Research – Use search technologies effectively, appreciate how results are selected and ranks, and be discerning in evaluating digital content.		E-safety – 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 Design and create – data (Excel) 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.	Communicate – Travel programme 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.	Communicate - Stop motion (states of matter) 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.	Control - Barclays Project 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.		
	Nothe Fort/ Tank Museum/Signals Museum Parents involved: knitting a poppy	Parents invited: afternoon tea Ⓜ organise tea for parents and carers		Visit: walk around the village, field work, mapping Parents involved: village walk (trip) Parents invited: assembly	Visitors: Life Education Van	Visit: Carey Camp Parents involved: DT construction moving toy Parents invited: Shang Dynasty exhibition		

