Cycle B	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
	A Child's War 	**Hola Mexico!** 	**Misty Mountain, Winding River** 
Key Vocabulary. **Tier 3 words.** **Tier 2 words.**	Adolf Hitler, air raid, air raid shelter, air raid siren, Allied powers, Anderson shelter, Anne Frank, Axis powers, Battle of Britain, billeting officer, blackout, blitz, concentration camp, D-Day, evacuate, evacuees, gas mask, Holocaust, Morrison shelter, Nazi, propaganda, rationing, refugee, Spitfire, United Nations, V-E Day, Winston Churchill.	Altar, ancient, astronomy, Aztecs, burrito, cactus, celebration, Central America, chilli, civilisation, climate, costume, culture, Day of the Dead (Dia de le Muertos), desert, fajita, guacamole, heritage, Hola, indigenous, mariachi band, Maya deity, Maya glyphs, Maya stelae, Maya temple, Mexico, parade, taco, tortilla, tradition.	Adaptations, altitude, boil, cairn, calligram, civilised, collection, condensation, contour line, coordinate, Countryside Code, escarpment, evaporation, expedition, foothill, freeze, geology, habitat, hostile, legend, mountain, mountaineering, mountain range, mountain rescue, orienteering, outcrop, peak, plateau, precipitation, predator, prey sea level, scree, sierra, species, summit, survival, terrain, tribe, valley, vegetational zonation, water cycle, weaving, Yeti.
Project overview	A siren sounds, a building crumbles, a Spitfire zooms overhead. Take cover! It's 1939 and Britain is at war. Deep down in the Anderson shelter, learn why nations are fighting and why child evacuees must make the long journey from their homes and families into unknown territory. Read the diary of Anne Frank, written whilst hiding from the terrifying stormtroopers in a secret annexe, and try to empathise with her hopes and fears. Make do and mend – cook up a family meal from meagre rations. Delve deep into a bygone era, when loose lips	Welcome to Mexico! Get ready to explore this unique country, from its towering temples and stunning geography to its pulsing rhythms and fun-packed festivals. Tummy rumbling? Concoct a traditional fruit cocktail or delicious Mexican meal. What's on your shopping list? Go steady with the spices! Discover the mysterious world of the ancient Maya civilisation. Make their chocolate, learn their poetry, play their ball game and follow all their curious rituals. Just try to keep your head! Feel like celebrating? Design a flute, grab a drum, join a tribe and	Mighty mountains peak above the morning mists, imposing and eternal, rocky outcrops at their feet. Discover how these giants are formed, as a fold or a block, a dome or a plateau. Follow the water cycle's course from peak to valley and meet the exceptional tribes of the hostile Himalayas. Then plan a mountain expedition from the BMC that is eco-friendly and as safe as can be. But look out. What's that by that tree? Its footprints are huge. Have we found the Yeti?

	sank ships. And, as peace is declared, let's get ready to celebrate. Mr Churchill says 'It's an unconditional surrender!'	make some noise! Have you got what it takes to be chief? Let's find out…	

When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

Cycle B	**Term 1 - Autumn**
What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic **Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.** **Text in this colour describes example activities to support the main theme of the topic.**	
Main Topic	**A Child's War (History)**
History	**War** can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. **Aspects of history that can be compared and contrasted** include rulers and monarchs, everyday life, homes and work, technology and innovation. **The Second World War** lasted from 1939 to 1945. On one side were the Axis Powers (including Germany, Italy, and Japan). On the other side were the Allied Powers (including Britain, France, the Soviet Union and the USA). After six years of fighting, the Allied Powers won. Children as well as adults were affected by the war. **During the war**, German planes dropped bombs on British cities in an attempt to destroy factories, dockyards, and airfields but schools and homes were also hit. The government decided to evacuate children from the cities, where they might be in danger, to the countryside where it would be safer. Children who were evacuated were called **evacuees**. They went to live with other families who looked after them until the war ended. There was never a dull moment in Branscombe and villagers were always busy helping the war effort and having fun while doing so. Branscombe was soon bustling with evacuees, American GIs and members of 'Churchill's secret army', who were welcomed with open arms. On the afternoon of Friday September 1st 1939 twenty-five London Primary School children and their teacher, arrived at the village hall in Branscombe. They travelled to Branscombe via Waterloo and Honiton, a small part of Operation Pied Piper, the government's massive

	secret plan to evacuate children from large urban areas to safer rural locations in the face of the anticipated war with Germany. The children must have arrived in Branscombe at the end of the longest journey most of them had ever experienced - bewildered, tired, hungry and unaware of the upheavals to come. Explore and investigate the role that the villages played in the evacuation process. Each school will have its own story and the role it played in the conflict. **The intense and sudden bombing** of cities was called the **Blitz**. Sirens were sounded in the streets to warn civilians that bombers were coming. To escape the bombs, people went into air raid shelters. Weeks of sustained bombing raids killed thousands of people and destroyed many homes and cities. **Anne Frank** was a **German Jew** who wrote a diary about her experiences during the war. When the Nazis gained control over Germany, Jews were persecuted and transported to concentration camps. Because of this, Anne and her family moved to Amsterdam in the Netherlands. When the Germans then invaded the Netherlands, Anne and her family went into hiding in a concealed room in her father's work building. Her famous diary tells her story while in hiding. **Chronology** **Yr 3/4** Know how to describe ways of life that are typically associated with a period – rationing, make do and mend etc. Know how to describe a studied figure, what they stood for and how that affected actions taken. **Yr 5/6** Know how to plot significant events on a timeline including antecedents. Know how to describe main achievements in the lifetime of a monarch. Know how to describe in detail significant events and why they were significant. **Historical Enquiry** **Yr 3/4** Know how to compare and contrast artefacts and distinguish between what we know and what we assume.

	Know how to use artefacts to construct a historical argument. Know how to use primary and secondary sources to research an idea (Y4 with some independence). Know how to use evidence to make a judgement about achievements. **Yr 5/6** Know how to use evidence to explain changes between time period studied and modern day. Know how to evaluate a range of primary and secondary sources in order to construct a mostly independent historical argument. Know how to critique the validity of primary and secondary sources. **Interpretations of History** **Yr 3/4** Know how to give thoughts and reasons for monuments both in time studied and modern day. Know how to empathise with visitors to historic ceremonies and significant places. Know why some people living during the studied period had different viewpoints. Know how to justify whether they think a significant character was great. **Yr 5/6** Know how to interpret numerical and written data to justify why a political leader needed to act in the way they did. Know how to justify why a seemingly insignificant act had significant ramifications. Know how to justify the qualities they feel makes a good ruler or leader. Know how to make a reasoned judgement on whether a historically significant event is fact or fiction. **Continuity and Change**

	Yr 3/4/5/6 Know how to compare and contrast occupations from a specific time period and now. Know how to compare two key British Battles from distinctly different time periods and how they differ. Know how to compare the leadership styles of two rulers from different time periods. Know how to interpret numerical and written evidence to explain and justify why Hitler needed to defeat the RAF before launching an invasion of Britain in 1940. **Cause and Consequence** **Yr 3/4** Know how to make a judgement on the impact of harsh treatment on a group of people/population. **Yr 5/6** Know how to explain with evidence what drives some people to become social reformers and the impact of some of those reformers. Know and explain why there was a rise in the establishment of allotments during WW2. Know and explain the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these were feel were most significant. Know and explain the consequences that WW2 had on women's careers from 1940s Britain onwards. Know a wide range of evidence to evaluate the causes and effects of a modern war (i.e. Falklands, Ukraine) and the actions taken by the sides involved. **Similarities and Differences** **Yr 3/4/5/6** Know how to compare, contrast and explain some key ways in which life changed for Britains during the specific period.

Know how to compare and contrast elements of WW2 in UK and Germany e.g. military planes, bombing missions, care of prisoners of war.

Know the differences between farming and food production in WW2 and present day.

Know the similarities and differences between life prior to WW2 and during WW2.

Significance

Yr 3/4

Know how places (i.e. a monument) can be of significance to a local area whereas some are significant on a global scale.

Know how to explain why a taught historical period is considered significant.

Know why some battles/missions have becomes significant in the view of English historians.

Yr 5/6

Know how to discuss with evidence whether one historic WW2 battle is more significant than another e.g. Battle of Britain and the Battle of Stalingrad.

Black and British
Key Question – When so many Black people rushed to fight in the two world wars, why then is it only recently that their sacrifice has been properly recognised?

Know that there was a bar on Black soldiers fighting in the army in WW1 and know the types of jobs they did

Know why Walter Tull was an exception and that he was the first British-born black arm Officer and the first black officer to lead white British troops into Battle.

Know that the bar on entry to the armed forces was less stringent in World War Two.

Know that many Black people joined the RAF.

Recognise how Exeter and the South West were impacted during WW2. Know that a WW2 bomb needed a controlled explosion in Exeter in 2021 and still impacted lives of those living near to it.

	Suggested Activities Visit Dunkeswell / Upottery War Museums – understand the links with Upottery and the D-Day landings. Invite Mrs Gray to talk about a family member who was a significant prisoner of war in The Great Escape and show primary and secondary sources of historical evidence. Consider how families in the school villages welcome refugees. Look at the school log books for WW2 time period. Consider our links with Coventry and the Cross of Nails and their mission of Peace and Reconciliation. Could we write to Coventry and tell them about a Peace and Reconciliation project at our schools?
Geography	**London** was not the only city bombed during the Blitz. Birmingham, Coventry, Swansea, Southampton, Sheffield, Manchester, Liverpool, Hull and Glasgow were all bombed during the Blitz. There were also air raids on seaside towns, such as Eastbourne, and on cathedral cities, such as Canterbury and Exeter. **Locational Knowledge** **Yr 3/4** Know the names of several countries in the Northern Hemisphere. Know the names and locations of the capital cities of neighbouring European Countries. Know the difference between the British Isles, Great Britain and UK. Know the countries that make up the European Union and the fact that Britain is now not part of it. Know the names of up to six more cities in the UK and locate them on a map – Revise - Plymouth, Exeter, London, Edinburgh, Cardiff, Belfast, Learn – Birmingham, Glasgow, Liverpool, Bristol, Manchester, Coventry. **Yr 5/6** Know the names of the rivers of the UK – Tamar, Exe, Axe, Thames, Mersey, Severn, Tyne, Tweed, Great Ouse, Trent, Wye.

	Know the names of capital cities of Europe and major cities from around the world including capitals of USA, Canada, South America, India, Kenya, Eqypt, New Zealand, Australia, Japan, China and Pakistan. **Place Knowledge** **Yr 3/4/5/6** Know what features cities and villages have. Know how to explain why people are attracted to living in cities. Know why people may choose to live in a village rather than a city. Know why many of the world's cities are situated by rivers and why this makes it an attractive location. **Skills, Maps Work and Fieldwork** **Yr 3/4** Know how to describe route and direction using 8 compass points N,S,E,W,NW,NE,SW,SE and linking to degrees on a compass. Know how to communicate in ways appropriate to task and audience. Know how to draw and use more detailed field sketches and diagrams – using symbols for a key. Know how to observe and measure and record the human features in an area. Know how to use maps and atlases appropriately by using contents and indexes. Know how to use some baseic OS maps symbols. Know how to understand and use 4 and 6 figure grid references. Know how to use eight points of a compass to describe the location of a country or geographical feature. Know how to plot a route on a map or globe, from one place to another, identifying countries or significant landmarks that are passed.

	Yr 5/6 Know how to describe route, direction and location linking 8 points of a compass to degrees on a compass. Know how to analyse evidence and draw conclusions e.g. compare historical maps of varying scales. Know how to communicate in ways appropriate to task and audience e.g. persuasive writing, maps, charts Know how to plan a journey to another part of the world taking account of distance and time. Know how to use 6 figure grid references confidently. Know how to use maps, aerial photos, plans and web resources to describe what a locality might be like. Know how to use OS maps to answer questions. Know how to recognise key symbols used on ordnance survey maps. Know how to use eight points on a compass. Look at UK maps to find the locations on evacuation labels. Find out more about their destinations using maps, online research, books and other sources. Use this information to help them add detail when writing letters home. Children could compare an evacuation location with the major cities targeted by the German air raids. Suggest reasons why some areas of the country were more likely than others to be bombed. Use a key to show the areas targeted for attack and those used for evacuation. Locate the cities and ports bombed during the Blitz on a map of the UK. Look closely at surrounding areas, considering why these places were vulnerable to bombing. Draw a sketch map of the UK, showing the bombed locations and identifying other significant geographical features such as rivers and railways. Carry out a themed orienteering activity – a member of the RAF has parachuted into a field following his plane being hit. Use maps, grid references and compass points to find out where he is and a route out.

Science	**Forces and Magnets** **Friction** is a force between two surfaces as they move over each other. Friction slows down a moving object. Smooth surfaces usually generate less friction than rough surfaces. **An object** will not move unless a pushing or pulling force is applied. Some forces require direct contact, whereas other forces can act at a distance, such as magnetic force. **Some materials** have magnetic properties. Magnetic materials are attracted to magnets. All magnetic materials are metals but not all metals are magnetic. Iron is a magnetic metal. **Magnets** have two poles (north and south). Opposite poles (north and south) attract each other, while like poles (north and north, or south and south) repel each other. **Yr 3/4** Know that a force is a push or a pull. Know that when an object moves on a surface, the texture of the surface and the object affect how it moves. Know that I may help the object to move better or it may hinder its movements e.g. ice skater compare to walking on ice in normal shoes. Know that a magnet attracts magnetic material. Know that iron, nickel and other materials containing these e.g. stainless steel are magnetic. Know that the strongest parts of a magnet are the poles. Know that magnets have two poles, a north pole and a south pole. Know that if two unlike poles e.g. two north poles are brought together, they will push away from each other (repel). Know that it two unlike poles e.g. a north and south are brought together they will pull together (attract). Know that for some forces to act, there must be contact e.g. a hand opening a door, the wind pushing the trees. Know that some forces can act at a distance such as magnetism. Know that a magnet does not need to touch the object that it attracts.

	Know examples of forces in everyday life. **Yr 5/6** Know that a force causes an object to start moving, stop moving, speed up, slow down or change direction. Know that gravity is a force that acts at a distance. Know that everything is pulled to the earth by gravity. Know that gravity causes unsupported objects to fall. Know that air resistance, water resistance and friction are contact forces that act between moving surfaces. Know that objects may be moving through the air or water, or the ai and water may be moving over a stationary object. Know that a mechanism is a device that allows a small force to be increased by a larger force. Know that pay back is that it requires a greater movement. Know that a small force moves a long distance and the resulting larger force moves a small distance e.g. a crowbar or bottle top remover. Know that pulleys, levers and gears are all mechanisms, also known as simple machines. **Knowledge of Working Scientifically** **Yr 3/4** Know how to choose a source from a range provided. Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. Know how to be able to put appropriate headings onto intersecting Venn diagrams. Know how to make a range of relevant observations using simple equipment with support. Know how to present observations in labelled diagrams.

	Know how to be able to compare objects based on more sophisticated, observable features. Know how to be able to answer questions using simple scientific language. Know how to spot patterns in the data. **Yr 5/6** Know how to ask further questions based on results. Know how to recognise and control variables where necessary. Know how to begin to decide which variables to control. Know how to make decisions about what observations to make, measurements to take and how long to make them for. Know how to take repeat readings where appropriate. Know how to measure using standard units using equipment that has scales involving decimals. Know how to prepare own tables to record data, including columns for taking repeat readings. Know how to begin to choose an appropriate form of presentation including scatter graphs. Know how to be able to answer their questions identifying patterns. Know how to provide oral or written explanations for their findings. Know how to explain their degree of trust in their results including the precision in taking measurements and accuracy of results.
Art and design	**Use of Sketchbooks** **Y3/4** Know how to use sketchbooks to express likes and dislikes about a subject/piece of art work.

	Know how to use their sketchbooks to adapt and improve their original ideas. Know how to use annotations to write an explanation of their sketch. Know how to use sketchbooks to record initial ideas and observations. Know how to use their sketchbook to show knowledge and art history they have learnt. Know how to suggest improvements to their work that is in the sketchbook. Know how to write notes about the purpose of their work. **Yr 5/6** Know how to use sketchbooks to show how ideas have developed and improved. Know how to use annotations in the sketchbook to show what further changes they would make. Know how to use their sketchbook to show they have discussed ideas with others. Know how to use their sketchbook to show knowledge and art history they have learnt. Know how to use their sketchbook to write detailed notes about their work. Know how to make explicit reference to methods and skills used in artwork they have created or artwork of others. Know how to research artists and link to their work. Know how to reflect on their work and its meaning and purpose. **Drawing** **Yr 3/4** Know that there are different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral). Know how to use small sketches to product a final piece.

	Know how to use shading to create tone (including beginning to use hatching and cross hatching). Know that using different pressures creates hard and soft lines and use this in their pieces. Know how to explain their sketch and the techniques they have used. Know how to use line, tone, scale, texture and depth and demonstrate in their pieces. Know how to use mirrors, viewfinders, magnifying glasses to aid observations. Know how to draw for a sustained period of time (30 mins). **Yr 5/6** Know how to use new media like pen and ink and practise using these. Know techniques for drawing with pastel and charcoal and practise. Know how to make a collection of drawings around a theme. Know how to use hard and soft lines to show the detail in the distance/foreground and avoid using a rubber. Know how to use their skills to draw simple objects including texture. Know how to draw for a sustained period of over one session. Know how to express their preference of mediums. Know why they have chosen specific drawing techniques. **Collage** **Yr 3/4** Know how to cut more complex shapes accurately.

	Know that arranging different sized strips/shapes of paper can achieve various effects. Know the difference between positive and negative imagery and how to use it in my own pieces. **Yr 5/6** Know how to select materials by colour and texture according to desired outcome. Know how to layer and overwork pieces. **Tone** **Yr 3/4** Know how to use tone effectively and with control. Know simple shading rules. Know how to create 3D effects using tone. **Yr 5/6** Know how to use tone when drawing with an increasing sophistication. Know how to analyse artists' use of tone. Know how to create light and shade, contrast, highlight and shadow. **Texture** **Yr 3/4** Know how to analyse and describe texture with artists' work. Know how to express complex textures using a range of materials. **Yr 5/6**

	Know and develop an understanding of texture through practical making activities. Know how artists manipulate materials to create texture. From a class collection of WW2 artefacts or items from WW2 homes carry out close up drawings of chosen items of interest. Research the Remembrance Art of Jacqueline Hurley. Children create their own similar collages based on her ideas. Use shading for the background and then cut out shapes for the black silhouettes and poppy splashes of red materials.
Music	**Listen and Appraise** **Yr 3/4** Know five songs from memory and who sand them or wrote them. Know the style of the songs. Know how talk about one song in depth; - Its lyrics – what the song is about - Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). - The main sections of the song – introduction, verse, chorus etc - The instruments used in the song. Know how to identify and move to the pulse. Know how to think about what the words of the song mean. Know how to discuss how the song makes them feel. Know how to listen carefully and respectfully to other people's thoughts about the music. **Yr 5/6** Know five songs from memory, who sang or wrote them, when they were written and if possible why? Know the style of the songs.

	Know how talk about two or three songs in depth; - Some of the style indicators - Its lyrics – what the song is about - Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). - The main sections of the song – introduction, verse, chorus etc - The instruments used in the song - The historical context of the song. What else was going on at the time musically or historically. Know how to identify and move to the pulse with ease. Know how to think about the message of the song. Know how to compare two songs in the same style, talk about what stands out, similarities and differences. Know how to discuss how the song makes them feel. Know how to listen carefully and respectfully to other people's thoughts about the music. Know how to try to use musical vocabulary when discussing the music. **Singing** **Yr 3/4** Know that singing in a group is called a choir. Know that a leader or conductor is someone who the choir or group follow. Know that songs can make you feel different things e.g. happy, energetic or sad. Know that singing as part of a group is fun but that you must listen to each other. Know that you must warm your voice up. Know how a solo singer makes a thinner texture than a large group.

	Know how to sing in unison and in two simple parts. Know how to demonstrate a good singing posture. Know how to sing with awareness of being in tune. Know how to have an awareness of the pulse internally when singing. Know how to rejoin the song if lost. Know how to listen to the group when singing. **Yr 5/6** Know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse. Know about the style of the songs so the feeling and context can be represented to an audience. Know how to choose a song and be able to talk about: - The main features. - Singing in unison, the solo, lead vocal, backing vocals. - What the song is about and the meaning of the lyrics. Know the importance of warming up your voice. Know how to sing in unison and to sing backing vocals. Know how to demonstrate good posture when singing. Know how to experience solo singing. Know how to listen to each other and be aware of how you fit into the group. Know how to sing with awareness of being in tune. **Pulse** can be created using bar lines to write bars of music with the same number of beats per bar. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves, and writing them in equal bars of music.

	A motif in music is a short musical idea that is repeated and developed throughout a piece. Learn to sing popular wartime children's songs such as Run Rabbit, Run, It's a Long Way to Tipperary and Pack Up Your Troubles in Your Old Kit Bag. Sing songs as a group and try to learn them by heart. Learn and sing a song in a different language, such as the Jewish folk song Shalom Chaverim, a song written in Hebrew to be sung as old friends part. Listen to old radio broadcasts of each of the songs. Ask 'Which is your favourite? Why?' Develop a class song about the Blitz, composing lyrics to a well-known war song melody that they have already learned, such as Pack Up Your Troubles in Your Old Kit Bag. Work in groups to create verses about particular aspects of the Blitz, such as finding shelter, the falling bombs, keeping safe and how it felt when a raid was over. Listen to a range of sounds from the war, including air raid sirens, bombing, Spitfires, the Blitz, gas mask drills and 'all clear' sirens. Explain how these sounds make them feel when they hear them. Think of a drill or action that they could do each time a certain sound is played and be ready for action throughout the day. When the air raid siren is played, children could hide under their desks. When the Spitfires fly overhead, they must go to the windows to spot them. Perhaps the bombing sounds are the cue for running outside to a designated shelter. Prepare for a noisy day!
Computing	**Programming** **Yr 3/4** Know how to break a problem into smaller parts in order to achieve an outcome. Know how to put programming commands into a sequence to achieve a specific outcome. Know that a problem in an algorithm could result in unsuccessful programming and detect these within an algorithm. Know how to use repeat commands to repeat a section of code. Know how to describe the algorithm that is needed in order to complete a simple task.

	Know how to test a program and recognise when debugging is required. Know how to use an efficient procedure to simplify a problem. Know that programs need to be constantly tested while being built and that debugging is a continual process throughout the programming stage. Know a variety of tools to create a program. Know how to recognise an error in a program and debug it effectively, talking about the corrective actions taken. **Yr 5/6** Know how to decompose a problem into smaller part to design an algorithm for a specific outcome and. Use this to write a program. Know how to refine a procedure using repeat commands to improve a program. Know that variables can be used to increase programming possibilities. Know how to change an input to a program to achieve a different output. Know how to use 'if' and 'then' commands to select an action. Know how to use logical reasoning to detect and debug mistakes in a progam. Know how to refine a procedure using repeat commands to improve a program. Know that variables can be used to increase programming possibilities. Know how to change an input to a program to achieve a different output. Know how to deconstruct a problem into smaller steps, recognising similarities to solutions used before. Know how to explain and program each of the steps in an algorithm. Know how to evaluate the effectiveness and efficiency of an algorithm while continually testing the programming of that algorithm.

	Know when to use a variable to achieve a required output. Know how to use a variable and operators to stop a program. Using Scratch create a 'Catch Game' for World War 2 Bombs. The use of co-ordinates will be included.
Design and Technology	**Preparation techniques** for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning. **Sweet dishes** are usually desserts, such as cakes, fruit pies and trifles. **Savoury dishes** usually have a salty or spicy flavour rather than a sweet one. Cooking techniques include baking, boiling, frying, grilling and roasting. **Strength** can be added to a framework by using multiple layers. For example, corrugated cardboard can be placed with corrugations running alternately vertically and horizontally. Triangular shapes can be used instead of square shapes because they are more rigid. Frameworks can be further strengthened by adding an outer cover. **Design** **Yr 3/4** Know how to develop more than one design or adaptation of an initial design. Know how to plan a sequence of actions to make a product. Know how to record the plan by drawing using annotated sketches. Know how to use prototypes to develop and share ideas. Know how to think ahead about the order of their work and decide upon tools and materials, considering limitations of time and availability. Know how to prepare suggestions as to how they can achieve their design ideas. Know how to consider aesthetic qualities of materials chosen. Know how to develop more than one design or adaptation of an initial design that would successfully fulfil the brief.

	Know how to begin to use cross sectional and exploded diagrams. Know how to understand the importance of and use prototypes to develop and share ideas. Know how to propose realistic and thought through suggestions as to how they can achieve their design ideas. Know how to consider and justify aesthetic qualities of materials chosen. **Yr 5/6** Know how to list tools needed before starting the activity. Know how to plan the sequence of work e.g. using a storyboard. Know how to record ideas using annotated diagrams. Know how to use models, kits and drawings to help formulate ideas. Know how to combine modelling and drawing to refine ideas. Know how to (Y6 independently) devise step by step plans (including recipes) which can be read / followed by someone else. Know how to use (Y6 accurately drawn) exploded diagrams and cross sectional diagrams to communicate ideas. Know how to sketch and model alternative ideas. Know how to decide which design idea to develop. Know how to carry out simple market research using models provided. Know how to consider resource costs and availability. Know how to develop own simple design specification. Know how to independently draw on a range of sources to help formulate design ideas.

	Know how to develop clear rational for why the chosen design was picked from a range of other designs which would also fit the design brief. Know how to carry out market research using several methods with increasing independence. Know how to have a sense of the design process. **Make** **Yr 3/4** Know how to cut slots. Know how to cut internal shapes with growing precision and understand that it will impact on the quality of the finish. Know how to select from a range of tools for cutting, shaping, joining and finishing and justify reasons. Know how to use tools with increasing accuracy and begin to use independently. Know how to select materials according to their functional properties. Know how to plan the stages of the making process. Know how to use appropriate finishing techniques with increasing understanding of the importance of this. Know how to prepare pattern pieces as templates for their design. Know how to select techniques for different parts of the process. **Yr 5/6** Know how to make prototypes. Know how to develop one idea in depth (Y6 and justify why they have developed the chosen idea). Know how to research information to inform decisions.

	Know how to produced detailed lists of ingredients / components / materials and tools. Know how to use a computer to model ideas. Know how to select from and use a wide range of tools (Y6 independently). Know how to cut accurately and safely to a marked line. Know how to select from and use a wide range of materials (Y6 independently). Know how to use appropriate finishing techniques for the project. Know how to refine their product (Y6 without prompting)– review and rework/improve. **Evaluate** **Yr 3/4** Know how to investigate similar products to the one to be made to give starting points for a design. Know how to draw/sketch products to help analyse and understand how products are made. Know how to research the needs of the user (Y4 and understand its vital importance to the manufacturing process). Know how to identify strengths and weaknesses of their design ideas in relation to purpose/user. Know how to decide which design idea to develop. Know how to consider and explain how the finished product could be improved. Know how to improve products during the making process in response to feedback. Know how to discuss how well the finished product meets the design criteria of the user. Know how to be able to offer constructive advice to peers and accept constructive advice in return. **Yr 5/6**

	Know how to research and evaluate existing products (including book and web based research). Know how to consider user and purpose and return to it periodically. Know how to identify the strengths and weakness of their design ideas and include in evaluations. Know how to give a report using correct technical vocabulary and making accurate reference to processes and tools used. Know how to consider and explain how the finished product could be improved, related to design criteria and feedback from users. Know how to discuss how well the finished product meets the design criteria of the user. Test on the user! Know how to present evaluations – pictorially and in writing. Know how to seek product testers in order to improve product during manufacture. **Food** **Yr 3/4** Know how to develop sensory vocabulary/knowledge using smell, taste, texture and feel. Know how to analuyse the taste, texture, smell and appearance of a range of foods. Know how to follow recipes. Know how to join and combine a range of ingredients. Know how to consider healthy eating choices – using the Eatwell Plate. Know how to explore seasonality/availability of vegetables and fruit. **Yr 5/6** Know how to prepare food products taking into account the properties of ingredients and sensory characteristics.

	Know how to weigh and measure using scales. Know how to select and prepare foods for a particular purpose. Know how to work safely and hygienically. Know how to consider healthy eating choices – using the Eatwell Plate. Know how to use a range of cooking techniques. **Structures** **Yr 3/4** Know how to develop vocabulary related to the product. Know how to create shell or frame structures. Know how to strengthen frames with diagonal struts. Know how to make structures more stable by giving them a wide base. Know how to develop knowledge of nets. **Yr 5/6** Know how to use the correct terminology for tools, materials and processes. Know how to mark hole positions accurately. Know how to use hand drills to drill tight and loose fit holes. Know how to join materials using appropriate methods. Know how to build frameworks to support mechanisms. Know how to stiffen and reinforce complex structures.

	Find and make popular wartime foods. Collect and preserve fruits, make jam, pickles, eggless sponge cake, Woolton pie, apple crumble and spam fritters. Find out what children might have eaten during the course of a single week. Children should be made aware of the limited availability of some ingredients due to rationing. Perhaps consider planting some vegetables and fruit bushes to grow on the 'home front'. Look at images of Anderson shelters to determine what they were made from and how they were constructed. Design and use a range of materials to construct a structurally sound miniature Anderson shelter. Use their structures to test loading capacity, using rubble or sand. Record their results on a spreadsheet, highlighting the most effective structures. Keep photographs from before and after testing. Children could also build large shelters in the school grounds using house bricks, cardboard, earth, planks and other recycled building materials. Find out about the effects of bombing and air raids on everyday life. Children could also find out about the Morrison shelter and how this differed from the Anderson model.

When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

Cycle B	**Term 2 - Spring**
What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic **Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.** **Text in this colour describes example activities to support the main theme of the topic.**	
Main Topic	**Hola Mexico! (Music)**
History	**The characteristics of the earliest civilisations** include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. **The Maya** were a group of indigenous people who lived in Mexico and other parts of Central America over 3000 years ago. The Maya were experts in farming, pottery, writing and Maths. Around AD 900, the Maya civilisation began to decline, and the people moved into small villages, rather than staying in great cities they had built. There are still some Maya people today who follow the lifestyle, language and traditions of ancient Maya. **Chronology** **Yr3/4** Know how to recognise that some periods of history are many thousands of years ago. Know how different cultural beliefs impact on key aspects of life such as buildings. Know how to begin to understand that the period studied compares and contrasts to other things happening around the world. **Yr 5/6**

	Know how to create timelines of the period studied – these should include events going on in other areas of the world at the same time as the time period being studied. **Historical Enquiry** **Yr 3/4** Know how to identify and give reasons for what is likely to be accurate representation of time periods and which are not. Know how to use artefacts to construct a historical argument. Know how to use primary and secondary sources to research an idea. Know how to describe why archaeologists find certain sources of significant importance. Know how to make judgements about what primary sources tell us about life during periods studied and begin to consider bias. **Yr 5/6** Know how to use evidence to explain changes between time period studied and modern day. Know how to interpret primary evidence and give judgements. Begin to justify those judgements to against scrutiny. Know how to make reasoned judgements on ancient artefacts and compare to modern understandings by published historians. Know the region in the world in which Maya people live. Know, through explanation, the purpose of the ancient Maya city of Chichen Itza, Know the system of terraced faming used by the Maya in mountainous areas and explain why this method helped to stop the previous soil being eroded or washed away. Know what the landscape, climate and natural vegetation of Maya area is like. Know the occupations of modern Maya people.

	Know how to refer to primary evidence to know the lost jungle cities of the Maya and reach a judgement as to their purpose, justifying their reasoning. Know the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – justifying conclusions. **Interpretations of History** **Yr 3/4** Know why archaeologists think what they do and explain whether they agree. Know how to empathise with visitors to historic ceremonies and significant places. **Yr 5/6** Know how to synthesis multiple sources to surmise likely reasons for a decline in civilisation. Know the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions. **Continuity and Change** **Yr 3/4** Know how to compare the relative small number of people present in the same area from ancient history and modern day. **Yr 5/6** Know how to compare and contrast occupations from a specific period and now. **Similarities and Differences** **Yr 5/6** Know the social and religious importance of the Maya ball game pok -a- tok.

	The schools are all located in areas that have important farming communities. Devon and Cornwall are also important places for pottery and clay production. Look at the differences and similarities between the Maya people and the way in which we perform these tasks today. Look at a range of images that illustrate aspects of ancient Maya civilisation. Work in pairs to talk about what they can find and develop a list of questions that would form the basis of further research work. ***Note:*** *There is debate about how to use the term 'Maya' or 'Mayan'. In academic use, 'Mayan' is restricted to referring to their languages; 'Maya' is the adjectival form used for non-linguistic aspects. We have followed this convention in our project, although when searching for online resources you may use either term.*
Geography	**The Northern Hemisphere** is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. **Compass points** can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features. **The distribution of and access to** natural resources, cultural influences and economic activity are significant factors in community life in a settlement. **Mexico** is located in the south of the continent of North America. It has diverse landscapes that includes mountains, rainforests and deserts. This means that it's climate is also very varied and there are a wide range of plants and animals found there, including many types of cacti and over 700 species of reptile. Some people live in rural communities whilst others live in big cities. **Mexico City** is the capital of Mexico. It is home to nearly nine million people, with a vibrant, diverse population and a rich heritage. **Locational Knowledge** **Yr 3/4** Know the names and locations of some of the world's mega cities. Know the location of the countries of Europe, North and South America. Know how to describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. Know how to locate the Tropic of Cancer and the Tropic of Capricorn.

	Know and locate major world jungles and deserts e.g. Antarctica, Arctic, Sahara, Arabian, Gobi, Kalahari Deserts, Rainforests of Borneo, Amazon, India, Sri Lanka and West Africa. **Yr 5/6** Know the names and locations of many of the world's major rivers on maps – Volga, Danube, Rhine, Yangtze, Ganges, Nile, Congo, Mississippi, Amazon. Know the names and locations of many of the world's major mountain ranges and volcanoes on maps – Rockies, Andes, Alps, Himalyas, Scafell Pike, Snowdon, Ben Nevis. Volcanoes of Japan, Iceland, Hawaii, Italy, Cape Verdi, Guatemala. Know (revise) and extend naming of cities and countries in North, Central and South America inc. Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Guatemala, Paraguay, Brazil, Mexico, Uruguay, Galapagos Islands – and locate on world map. Know how to explain how the time zones work. **Place Knowledge** **Yr 3/4** Know how to use correct geographical words to describe a place and the things that happen there. Know the location and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles. Know how to carry out research to discover the features of villages and cities. Know why people are attracted to living in cities. Know why people may choose to live in a village rather than a city. **Yr 5/6** Know why many cities of the world are situated by rivers and why this makes it an attractive location. **Human Features** **Yr 3/4**

	Know how to describe and compare different human features of a place offering explanations for the locations for some of these features. Know how to provide a reasonable explanation for features in relation to location. Know how physical activity has impacted and/or changed the human characteristics of a place in the world. Know how to compare and contrast how areas of the world have capitalised on their physical and human features. **Yr 5/6** Know how a location fits into its wider geographical location; reference to human and economical features. Know why many cities of the world are situated by rivers and why this makes it an attractive location. Know how to give an extended description of the human features of different places around the world. **Physical Features** **Yr 3/4** Know how volcanoes are created. Know how earthquakes are created. Know how to describe and compare the different physical features of a place offering explanations for the locations for some of these features. Know how to ask questions – what is this landscape like? What will it be like in the future? Know how physical activity has impacted and changed the physical characteristics of a place in the world. Know how to compare and contrast how areas of the world have capitalised on their physical and human features. Know the concept of biomes and climate zones. Know the concept of vegetation belts.

	Yr 5/6 Know why many cities of the world are situated by rivers and why this makes it an attractive locations. Know how to develop the concept of biomes. Know the physical features of a mountain. Know how to describe how some places are similar and others are different in relation to their physical features. **Skills, Maps Work and Fieldwork** **Yr 3/4** Know how to ask geographical questions: Where is this location? What do you think about it? Know how to analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures, temperatures. Know how to hold geographical debate. Know how to locate appropriate information needed for a task, from a source material. Draw maps more accurately plan view (from above) and use a key accurately. Know how to use maps and atlases appropriately by using contents and indexes. Know how to link words to topic e.g. contour, height, valley. Know how to identify and explain different views of people including themselves. Know how to communicate in ways appropriate to task and audience. Know how to suggest which source material to use for a specific task, locating the information needed. Know how to suggest where in the world an aerial photo or satellite image shows, explaining their reasons. Know how to plot a route on a map or a globe, from one place to another, identifying countries or significant landmarks that are passed.

	Know the location and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and a range of countries across the world. **Yr 5/6** Know how to compare historical maps of varying scales, temperature of various locations and its influence on people. Know how to plan a journey to a place in another part of the world taking account of distance and time. Know how to look for patterns and identify reasons for them. Know how to communicate in ways appropriate to task and audience. Know how to use maps, aerial photos, plans and web resources to describe what a locality might be like. Locate information / place with speed and accuracy, use keys to make deductions about landscape/industry/features etc.
Science	**Sound** **When an instrument is played**, the air around or inside it vibrates. These vibrations travel as a sound wave. Sound waves travel through a medium, such as air or water, to the ear. **Pitch** is how high or low a sound is. Parts of an instrument that are shorter, tighter or thinner produce high-pitched sounds. Parts of an instrument that are longer, looser or fatter produce low-pitched sounds. **Volume** is how loud or quiet a sound is. The harder an instrument is hit, plucked or blown, the stronger the vibrations and the louder the sound. **Yr 3/4/5/6** Know that a sound produces vibrations which travel through a medium from the source to our ears. Know that different mediums such as solids, liquids and gases can carry sound but that sound cannot travel through a vacuum (an area of empty matter). Know that vibrations cause parts of our body inside our ears to vibrate, allowing us to hear (sense) the sound. Know how to change the volume of a sound e.g. increase the size of vibrations by hitting or blowing harder.

	Know that the loudness (volume) of the sound depends on the strength (size) of vibrations which decreases as they travel through the medium. Know that sound decreases in volume as you move away from the source. Know that a sound insulator is a material that blocks sound effectively. Know that pitch is the highness or lowness of a sound and is affected by features of objects producing the sounds. For example, smaller objects usually product higher pitched sounds. **Electricity** **Voltage** is measured in volts (V) and is a measure of the difference in electrical energy between two parts of a circuit. The bigger the voltage, the more electrons are pushed through the circuit. The more voltage flowing through a lamp, buzzer or motor, the brighter the lamp, the louder the buzzer and the faster the motor. **A circuit** needs a power source, such as a battery or cell, with wires connected to both the positive and negative terminals. Other components include lamps, buzzers or motors, which an electric current passes through and affects a response, such as lighting a lamp or turning a motor. When a switch is open, it creates a gap and the current cannot travel around the circuit. When a switch is closed, it completes the circuit and allows a current to flow all the way around it. There are recognised **symbols** for different components of circuits. **Yr 3/4** Know that many household devices and appliances run on electricity. Know that some plug into the mains and others run on batteries. Know that an electrical circuit consists of a cell or battery, connected to a component using wires. Know that if there is a break in the circuit, a loose connection or a short circuit, then the component will not work. Know that a switch can be added to the circuit to turn the component on or off. Know that metals are good conductors so they can be used as wires in the circuit. Know that non metallic solids are insulators except for graphite (pencil lead).

	Know that water, if not completely pure, conducts electricity. **Yr 5/6** Know that adding more cells to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. Know that if you use a battery with a higher voltage, the same thing happens. Know that adding more bulbs to a circuit will make each bulb less bright. Know that using more motors or buzzers, each motor will spin more slowly and each buzzer will be quieter. Know that turning a switch off (open) breaks a circuit is not complete and electricity cannot flow. Know that any bulbs, motors or buzzers will then turn off as well. Know how to use recognised circuit symbols to draw simple circuit diagrams. **Knowledge of Working Scientifically** **Yr 3/4/5/6** Know how to decide what to measure or observe in order to answer a question. Know how to begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. Know how to choose from a selection of equipment to use. Know how to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Know how to use ICT package to present data as a scattergram. Know how to identify differences, similarities or changes related to simple scientific ideas and processes. Know how to independently ask a range of relevant questions that will provide 'useful' results linked to a topic.

	Know how to choose what to measure or observe. Set up simple practical enquiries, comparative and fair tests. Know how to think of more than one variable factor. Know how to make systematic and careful observations. Use notes, simple tables and standard units to present results. Know how to suggest new questions arising from the investigation.
Art and design	**A 3-D form** is a sculpture made by carving, modelling, casting or constructing. **Día de los Muertos** is similar to All Hallows' Eve, All Saints' Day and All Souls' Day in western Christian rituals**.** **A Maya stela** is a very large stone slab inscribed with hieroglyphs that tell a story about a major event. **Use of Sketchbook** **Yr 3/4** Know how to use their sketchbook to express likes and dislikes about a subject. Know how to use annotations to write an explanation of their sketch. Know how to use sketchbooks to record initial ideas and observations. Know how to use their sketchbook to show knowledge and art history they have learnt. Know how to suggest improvements to their work that is in the sketchbook. Know how to write notes about the purpose of the work. **Yr 5/6** Know how to write detailed notes about pieces of work. Know how to make explicit reference to methods and skills used in artwork they have created or artwork of others. Know how to reflect on their work (and other children's work) and its meaning and purpose. Know how to use their sketchbook to show knowledge and art history they have learnt.

	3D Art **Yr 3/4/5/6** Know how to use Modroc. **Colour** **Yr 3/4/5/6** Know how to analyse and describe colour and painting techniques in artists' work. Know how to express feelings and emotions through colour. **Form** **Yr 3/4/5/6** Know how to describe and model form in 3D. Know how to express and articulate a personal message through sculpture (through analysing and studying artists' use of form). **Pattern** **Yr 3/4/5/6** Know how other artists use pattern and describe how this looks. Know how to represent feelings and emotions through pattern. Día de los Muertos is similar to All Hallows' Eve, All Saints' Day and All Souls' Day in western Christian rituals. Look at images from Día de los Muertos (Day of the Dead), celebrated from 31st October–2nd November. Make 3-D Day of the Dead skulls by using mod-roc by attaching a facial former. Paint with a range of beautiful patterns and bright colours.

	Use of Sketchbook **Yr 3/4/** Know how to use annotations to write an explanation of their sketch. Know how to use sketchbooks to record initial ideas and observations. Know how to suggest improvements to their work that is in the sketchbook. Know how to use their sketchbooks to adapt and improve their original ideas. Know how to use their sketchbook to show knowledge and art history they have learnt. **Yr 5/6** Know how to write detailed notes about pieces of work. Know how to make explicit reference to methods and skills used in artwork they have created or artwork of others. Know how to reflect on their work (and other children's work) and its meaning and purpose. Know how to use their sketchbook to show knowledge and art history they have learnt. **Drawing** **Yr 3/4** Know how to use shading (including beginning to use hatching and cross hatching) to create tone. Know that using different pressures create hard and soft lines and use this in their pieces. Know how to explain their sketch and the techniques they have used. Know how to use line, tone, scale, texture and depth and demonstrate in their pieces. Know how to be able to draw for a sustained period of time (30 mins).

	Yr 5/6 Know how to make a collection of drawings around a theme. Know how to use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber. Know how to use their skills to draw objects including texture. Know how to use simple perspective using a single focal point. Know how to draw for a sustained period over several sessions. **Painting** **Yr 3/4** Know about different brush types and choose the correct size and style depending on the task. Know how to use different brushes for different effects. Know how to mix colours with accuracy. Know how to create a background using a wash. Know how to use artists' work as a starting point and create work in the style of different artists. Know how to use tone to work in monochrome (shades of one colour) and practise this. Know how to make paintings with background, foreground and middle ground and practise. **Yr 5/6** Know about their preferred style and create their own piece. Know how to explain why they've chosen specific painting techniques.

	Know how to add texture into paint by adding PVA, sawdust, sand etc. Know how to use brushes in different ways with thickened paint. **Colour** **Yr 3/4** Know how to use tint and shades for different purposes **Yr 5/6** Know how to express feelings and emotions through colour. **Tone** **Yr 3/4** Know how to use tone effectively and with control. Know simple shading rules. Know and use a variety of tones to create different effects. Know how to create 3D effects using tone. **Yr 5/6** Know how to use tone effectively and with control. Know simple shading rules. Know and use a variety of tones to create different effects. Know how to create 3D effects using tone. Know how to use tone when drawing with an increasing sophistication.

	Know how to create light and shade, contrast, highlight and shadow. Consider the skyline of the City of Mexico. Look at the building styles and different shapes. Look at how the City of Mexico has been portrayed by some artists. Consider perspective when drawing buildings or skylines. Choose a building from Mexico, or a building in a British city to paint.
Music	**Genres** are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. Words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music. **Suggestions for improvements to musical performances** include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs. **Gestures in music** include eye contact, waving and beckoning to the audience, closing eyes to show emotion or exaggerated movements, such as a flourish at the end of a piece or movement away from the microphone. Some gestures are associated with different types of music, such as exaggerated movements to the pulse of the music and virtuoso guitar playing during rock musical performances. Expression in music means adding feeling and is indicated in musical scores using words, such as dramatico (in a dramatic, exaggerated style), legato (smoothly and connected), tranquillo (quiet and peaceful) and cantabile (in a singing or flowing style). **Music** is very important in Mexican culture and is always part of a celebration, whether big or small. Music and dance are essential to the culture of Mexico. Each region of Mexico has traditional dances that are accompanied by music and feature colourful costumes. One well known type of music is called **Mariachi**, which is performed by a group of musicians playing violins, trumpets and guitars. A traditional Mexican song is **La Cucaracha,** which means 'The Cockroach'. **Listen and Appraise** **Yr 3/4/5/6** Know 5 pieces of music (from local and Mexican traditions), who sang or wrote them, when they were written and why. Know the style of the music. Know the meaning of any lyrics. Know, and be able to talk about, any musical dimensions featured – texture, dynamics, tempo, rhythm, pitch and timbre.

	Know how to identify the structure of the music (intro, verse, chorus etc). Know the names of some of the instruments in the music. Know the historical context of the music. Know how to identify and move to the pulse with ease. Know how to compare two pieces in the same style, talk about what stands out – similarities and differences. Know how to listen carefully and respectfully to other people's opinions about the music. Know how to use musical vocabulary when talking about the music. Know how to talk about the musical dimensions working together. Know how to talk about the music and how it makes you feel, using musical language to describe the music. **Improvisation** **Yr 3/4/5/6** Know and be able to talk about improvisation. Know that using one, two or three notes confidently is better than using five. Know that if you improvise using the notes you are given, you cannot make a mistake. Know that you can use riffs and licks learnt in musical games within improvisations. Know three well known improvising musicians. Know how to create suitable improvisations using tuned and untuned instruments to be performed for a Mexican festival. Know how to include 'copying back' ideas within the improvisation.

	Investigate and explore the traditional music and dances that can be found in Mexico and our local area. Look at dances/music associated with Mexican festivals and our own e.g. May pole dancing etc. Why do we do them in school? What is the history of this? Think about music and dances that we would traditionally do every year and at what times. Look at festivals throughout our calendar. Our Calendar is different to the complex one of the Maya civilisation but why do we have specific songs and dances at certain times of the year? Christmas, New Year, etc. Compare with Mexico.
Computing	**A variety of software**, such as word processing software, image editing software or internet services, can be selected, used and combined to meet a goal. **Technology in our Lives** **Yr 3/4** Know that web mapping technology such as Google Earth can be used to explore the world from above. Know how to use search tools to find and use an appropriate website. Know that the world wide web in a part of the internet that contains websites. Know how to save and retrieve work on the school devices. Know how to identify key words to use when searching safely on the World Wide Web. Know how to create a hyperlink to a resource. Know whether a resource that is being used is on the internet or locally on a device. **Yr 5/6** Know that web mapping technology such as Google Earth can be used to explore the world from above. Know the internet services that are needed to be used for different purposes. Know how information is transported on the internet.

	Know how to check the reliability of a website. Know about copyright and how to acknowledge the sources information that are found online. Know that websites can use your data to make money and target their advertising. Use Google Earth to explore Mexico, visit the deserts, mountains and urban areas. Draw comparisons with Exmouth and the surrounding area. Groups of children search using different themes and present to the class. **Handling Data** **Yr 3/4** Know how to collect data in order to answer a question, planning what needs to be collected. Know some different ways in which data can be organised. Know how to collect data and identify where it could be inaccurate. Know how to plan, create and search a database to answer questions. Know how to organise data in different ways. Know how to justify the choices that have been made when presenting data in a certain way, explaining the effectiveness of the choice that has been made. **Yr 5/6** Know how to collect data, identify where it could be inaccurate and suggest how it could be checked. Know how to use a spreadsheet to collect and record data. Know how to justify the choices that have been made when presenting data in a certain way, explaining the effectiveness of the choice that has been made.

	Know how to plan the process needed to investigate the world around me. Know how to select the most effective tool to collect data for my investigation. Know how to check the data I collect for accuracy and plausibility. Know how to present the data I collect in an appropriate way. Collect data related to other subject areas e.g. science/geography. Present the data in a variety of graphs/pie charts on the computer and then include with a word/google docs document including the context of the study.
Design and Technology	**Ingredients** can usually be bought at supermarkets, but specialist shops may stock different items. Greengrocers sell fruit and vegetables, butchers sell meat, fishmongers sell fresh fish and delicatessens usually sell some unusual prepared foods, as well as cold meats and cheeses. **Design** **Yr 3/4** Know how to develop more than one design or adaptation of an initial design that would successfully fulfil the brief. Know how to plan a sequence of actions to make a product. Know how to use prototypes to develop and share their ideas. Know how to think ahead about the order of their work and decide upon tools and materials considering limitations of time and availability. Know how to consider aesthetic qualities of materials chosen. **Yr 5/6** Know how to list tools needed before starting the activity. Know how to independently draw on a range of sources to help formulate design ideas.

	Know how to develop a clear rationale for why the chosen design was picked from a range of other designs which would also fit the design brief. Know how to independently devise step by step plans (including recipes) which can be read / followed by someone else. Know how to generate innovative ideas. Know how to carry out market research using several methods with increasing independence. Know how to consider resource costs and availability and appreciate this as an important aspect of manufacturing. **Make** **Yr 3/4** Know how to use tools with increasing accuracy and begin to use independently. Know how to plan the stages of the making process. Know how to use appropriate finishing techniques with increasing understanding of the importance of this. **Yr 5/6** Know how to develop one idea in depth and justify why they have developed the chosen idea. Know how to use researched information to inform decisions. Know how to produce a detailed list of ingredients. Know how to independently select from and use a wide range of tools. Know how to refine their product without prompting – review and rework/improve. **Evaluate** **Yr 3/4**

	Know how to investigate similar products to the one to be made to give starting points for the design. Know how to research needs of user. Know how to identify strengths and weaknesses of their design ideas in relation to purpose/user. Know how to decide which idea to develop. Know how to consider and explain how the finished product could be improved. Know how to be able to offer constructive advice to peers and accept constructive advice in return. **Yr 5/6** Know how to research and evaluate existing products (including book and web based research). Know how to consider user and purpose and return to it periodically. Know how to consider and explain how the finished product could be improved related to design criteria and feedback from user group. Know how to discuss how well the finished product meets the design criteria of the user. Test on the user! Know how to present evaluations pictorially and in writing. Know how to seek product testers in order to improve product during manufacture. **Food** **Yr 3/4** Know how to develop sensory vocabulary/knowledge using smell, taste, texture and feel. Know how to analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). Know how to follow instructions recipes.

	Know how to make healthy eating choices – use the Eatwell Plate. Know how to join and combine a range of ingredients. Know how to explore seasonality of vegetables and fruit. Know which fruit and vegetables are grown in countries/continents studied in Geography. Know and understand how meat/fish are reared/caught/. **Yr 5/6** Know how to prepare food products taking into account of the properties of ingredients and sensory characteristics. Know how to weigh and measure using scales. Know how to select and prepare foods for a particular purpose. Know how to work safely and hygienically. Know how to show awareness of a healthy diet (using the eatwell plate). Know how to use a range of cooking techniques. Know where and how ingredients are grown and processed. Know how to use a heat source safely and hygienically. Know how to apply understanding of the need for keeping food prep areas tidy and clean. Know the cultural and regional significance of food. Read a range of recipes for traditional and contemporary Mexican fruit drinks and choose one to make. Make a shopping list for the ingredients needed. Write their own instructions and then follow them to make fruit punches. Enjoy tasting the drinks, discussing and evaluating which drinks they prefer and why. Suggest changes to ingredients that they did not like in order to improve their punches.

	Work with an adult to follow recipes and cook a range of savoury Mexican dishes. Make chilli, tacos, refried beans, tortillas, guacamole and burritos. Consider adaptations to the recipe to improve them. Have a tasting morning and invite parents and carers to join in with the Mexican feast. Find out about the Maya chocolate making process and then make their own chocolate. Follow an online recipe to make either solid chocolate or the more authentic Maya version, which was a thick spicy drinking chocolate. Try adding orange zest, white chocolate buttons and even chilli to experiment with the taste and texture of the chocolate. Taste and enjoy. Eating a balanced diet is a positive lifestyle choice that should be sustained over time. Food that is high in fat, salt or sugar can still be eaten occasionally as part of a balanced diet. Taste foods enjoyed and, in some cases, introduced to the world by the ancient Maya civilisation, including avocado, guacamole, tortilla, sweet potato, squash, papaya, a Horchata drink (a blend of milk, sugar, ground almonds and vanilla) and salsa. Consider whether the Maya diet was healthy and explain why.

When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

Cycle B	**Term 3 - Summer**
What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic **Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.** **Text in this colour describes example activities to support the main theme of the topic.**	
Main Topic	**Misty Mountain, Winding River (Geography)**
History	**Geography Focus This Term**
Geography	**Significant mountain ranges** include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze. **Compass points** can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features. **Mountains form** over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau. **Altitudinal zonation** describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life. **A geographical enquiry** can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment. Devon has many hills and mountainous areas. Many of these peaks are important historical, archaeological and nature conservation sites, as well as popular hiking and tourist destinations in the county of Devon in southwest England. There are approximately 637 named mountains in Devon. The highest and the most prominent mountain is High Willhays.

	Locational Knowledge **Yr 3/4/5/6** Know the names and locations of the rivers of the UK – Tamar, Exe, Axe, Thames, Mersey, Wye, Severn, Trent, Great Ouse, Ouse, Tyne, Tweed. Know and locate many of the world's major rivers on maps – Volga, Danube, Rhine, Yangtze, Ganges, Yellow, Nile, Congo, Mississippi, Amazon. Know and locate many of the world's most famous mountain regions and volcanoes on maps – Rockies, Andes, Alps, Himalayas. The three UK highest mountains – Snowdown, Scafell Pike, Ben Nevis. Volcanoes of Japan, Iceland, Hawaii, Italy, Cape Verdi, Guatemala. **Place Knowledge** **Yr 3/4** Know how to link words to topic e.g. river, meander, flood, plain, location, industry, transport. Know how to use correct geographical words to describe a place and the things that happen there. Know the names and locations of vegetation belts across the UK, explaining how some of these have changed over time. Know how to identify changes in the local and global environment. **Yr 5/6** Know how to link words to theme – e.g. river, erosion, deposition, transportation, coasts, long shore drift, headland, settlement, urban, rural, landuse, sustainability, confluence, tributary. Know and explain why many cities of the world are situated by rivers and why this makes it an attractive location. **Human Features** **Yr 3/4** Know how to describe and compare different human features of a place, offering explanations for the locations for some of these features.

	Know how to identify how people both damage and improve the environment. Know how to describe how physical activity. Has impact and/or changed the human characteristics of a place in the world. Know how people try to sustain environments. Know how physical processes have changed the characteristics of a landscape or country or continent and how it can affect the lives and activities of the people living there. Know how areas of the world have capitalised on their physical and human features. **Yr 5/6** Know why many cities of the world are situated by rivers and why this makes it an attractive location. **Physical Features** **Yr 3/4** Know how to use technical and geological vocabulary to describe physical processes. Know how to describe and compare different physical features of a place offering explanations for some of these features. Know how to sequence and explain features of a physical weather process e.g. the weather cycle. Know how to ask questions such as 'what is this landscape like?', 'what will it be like in the future?' Know how to describe how physical activity has impacted and/or changed the physical characteristics of a place in the world. Know how to compare and contrast how areas of the world have capitalised on their physical and human features. Know and understand the concept of biomes and climate zones. Know and understand the concept of vegetation belts. **Yr 5/6**

	Know and explain why many cities of the world are situated by rivers and why this makes it an attractive location. Know how to develop the concept of biomes. Know how to describe the physical features of rivers. Know how to describe the physical features of a mountain. Know how to describe how some places are similar and others are different in relation to their physical features. **Skills, Maps Work and Fieldwork** **Yr 3/4** Know how to analyse evidence and draw conclusions e.g. make comparison between locations using photos, pictures, temperatures. Know how to hold geographical debate. Know how to record evidence e.g. construct questionnaire, field sketch, e-learning, atlases. Know how to communicate in ways appropriate to task and audience e.g. use questionnaires, charts, graphs to show results. Know how to draw and use more detailed field sketches and diagrams, using symbols for a key. Know how to observe, measure and record the human features in the local area responding to a range of geographical questions. Know how to locate appropriate information needed for a task, from a source material, and use a key accurately. Know how to use maps and atlases appropriately by using contents and indexes. Know how to use some basic OS map symbols. Know how to use 4 and 6 figure grid references. Know how to use eight points of a compass to describe the location of a country or geographical feature.

	Know how to link words to topic e.g. contour, height, valley. Know how to collect and record evidence: show questionnaire results in simple charts or colour coded maps which demonstrate patterns. Know how to collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them. Know how to accurately measure and collect information e.g. rainfall, temperature, wind speed, noise levels etc. Know how to suggest which source material to use for a specific task, locating the information needed. Know how to suggest where in the world an aerial photo or satellite image shows – explaining their reasons. Know how to draw sketch maps and plans using standardised symbols and key. Know how to locate and name geographical features on an Ordnance Survey map. **Yr 5/6** Know how to ask questions like 'what is this landscape like?', 'how has it changed?', 'what made it change?', 'how is it changing?' Know how to analyse evidence and draw conclusions. Know how to compare historical maps of varying scales, temperature of various locations and its influence on people. Know how to design and use questionnaires to obtain views of community on a subject. Know how to collect and record evidence. Know how to communicate in ways appropriate to task and audience e.g, persuasive writing – present information on maps overlays to show levels of information e.g. old/new. Know how field sketches should show understanding of pattern, movement and change. Know how to cement use of 6 figure grid references. Know how to describe routes using 8 points of the compass.

	Know how to look for patterns and explain reasons behind them. Use the eight points of the compass, maps and globes to describe the locations of significant UK hills and mountains in relation to their own. Include examples, such as Dartmoor, Exmoor. Visit a local hill, moor, or upland area to experience a higher altitude. Talk about how it feels to be high up and notice if and how the weather changes as they ascend. Identify the environment's features, such as rocky outcrops, escarpments, scree and cairns. Which plants and trees can be found in the various habitats and at different altitudes? Observe the landscape to see if and how humans have affected it. Take plenty of digital images to record the experience. Visit the source of a local river and follow it's course either by foot or by using Google Maps. Learn about the physical features of rivers.
Science	**There are three different rock types: sedimentary, igneous and metamorphic.** Sedimentary rocks form from mud, sand and particles that have been squashed together over a long time to form rock. Examples include sandstone and limestone. Igneous rocks are made from cooled magma or lava. They usually contain visible crystals. Examples include pumice and granite. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard. Examples include slate and marble. **Fossils** form over millions of years and are the remains of a once-living organism, preserved as rock. Scientists can use fossils to find out what life on Earth was like in prehistoric times. Fossils form when a living thing dies in a watery environment. The body gets covered by mud and sand and the soft tissues rot away. Over time, the ground hardens to form sedimentary rock and the skeletal or shell remains turn to rock. **Soils** are made from tiny pieces of eroded rock, air and organic matter. There are a variety of naturally occurring soils, including clay, sand and silt. Different areas have different soil types. The Jurassic Coast is famous for its geology, fossils and its unparalleled role in the birth of the earth sciences. The local Blus Lias clay found to the east and west of Lyme Regis contains the remarkable fossil remains of marine creatures from the Jurassic seas of 180 million years ago. It was on these beaches that Mary Anning (1799-1847) discovered the first complete ichthyosaur to be found in England – she was just 12 years old at the time. **Rocks** **Yr 3/4** Know that rock is a naturally occurring material.

	Know that there are different types of rock e.g. sandstone, limestone, slate etc which have different properties. Know that rocks can be hard or soft. Know that different rocks have different sizes of grain or crystals. Know that some rocks may absorb water. Know that rocks can be different shapes and sizes (stones, pebbles and boulders). Know that soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic material). Know that the type of rock, size of rock pieces and the amount of organic matter affect the property of the soil. Know that some rocks contain fossils. Know that fossils were formed millions of years ago. Know how, when plants and animals died, they fell to the seabed, became covered and squashed by other material. Know how, over time, dissolving animal and plant matter is replaced by minerals from the water. **Living Things and Their Habitats** **Yr 3/4** Know that living things can be grouped in different ways according to their features. Know the names of living things living in a range of habitats giving the key features that helped them to identify them. Know how classification keys can be used to identify and name living things. Know that living things live in a habitat which provides an environment to which they are suited. Know that environments may change naturally e.g. through flooding, fire and earthquakes.

	Know how humans can also cause the environment to change in a positive way, such as setting up nature reserces or in a negative way such as littering. Know that these environments also change with the seasons and that different living things can be found in a different habitat at different times of the year. **Yr 5/6** Know that as part of their life cycle, plants and animals reproduce. Know that most animals reproduce sexually. Know how animals reproduce sexually involving two parents where the sperm from the male fertilises the female egg. Know that animals, including humans, have offspring which grow into adults. Know that in humans and some animals, these off spring will be born live, such as babies or kittens and then grow into adults. Know that in some animals, such as chickens or snakes, there may be eggs laid that hatch into young which then grow into adults. Know that some young undergo a further change before they become adults e.g. caterpillars to butterflies. Know that this is called metamorphosis. Know that plants reproduce both sexually and asexually. Know that bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent plant. Know that gardeners force plants to reproduce asexually by taking cuttings. Know that sexual reproduction occurs through pollination, usually involving wind or insects carrying insects. Know that living things can be formally grouped according to characteristics. Know that plants and animals are the two main groups but there are other living things that do not fit into these groups for example, microorganisms such as bacteria and yeast and toadstools and mushrooms.

	Know that plants can make their own food whereas animals cannot. Know that animals can be divided into two groups; those that have a backbone (vertebrates) and those that do not (invertebrates). Know that vertebrates can be divided into five small groups; fish, amphibians, reptiles, birds and mammals. Know that each group has common characteristics and to name these. Know that invertebrates can be divided into a number of groups, including insects, spiders, snails and worms. Know that plants can be divided broadly into two main groups; flowering plants and non-flowering plants. **Plants** **Yr 3/4/5/6** Know that many plants, but not all, have roots, stems/trunks, leaves and flowers/blossom and identify these on a range of different plants. Know that the roots absorb water and nutrients from the soil and anchor the plant in place. Know that the stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air to enhance photosynthesis, pollination and seed dispersal. Know how the leaves use sunlight and water to produce the plant's food and know that this process is called photosynthesis. Know that some plants produce flowers which enable the plant to reproduce. Know that pollen, which is produced by the male part of the flower, is transferred between the female part of other flowers (pollination). Know that this process forms seeds and that these seeds are sometimes contained in berries or fruits which are then dispersed in different ways. Know that different plants require different conditions for germination and growth. **Evolution and Inheritance**

	Yr 3/4/5/6 (aimed at 5/6) Know that all living things have offspring of the same kind, as features in the offspring are inherited from the parents. Know that due to sexual reproduction, the offspring are not identical to their parents and vary from each other. Know that plants and animals have characteristics that make them suited (adapted) to their environment. Know that if the environment changes rapidly, some variations within species may not suit the new environment and will die. Know that if the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers to reproduce and pass their characteristics on to their young. Know that over time, these characteristics become more dominant within the population. Know that over a very long period of time, these characteristics may be so different to how they were originally that a new species is created and that this is evolution. Know that fossils give us evidence of what livesd on the Earth millions of years ago and provide evidence to support the theory of evolution. Know that more recently scientists such as Darwin and Wallace observed how living things adapt to different environments to become distinct varieties with their own characteristics. **Knowledge of Working Scientifically** ***Rocks*** **Yr 3/4/5/6** Know how to ask a range of questions linked to a topic. Know how to make a range of relevant observations using simple equipment with support. Know how to present observations in labelled diagrams.

	Know how to be able to compare objects based on more sophisticated, observable features (classification). Know how to present data in bar charts. Know how to prepare own tables to record data. Know how to present learning verbally or using labelled diagrams. ***Living Things and Habitats*** **Yr 3/4/5/6** Know how to ask a range of yes/no questions, which work together, to aid sorting. Know how to be able to put appropriate headings onto Carroll diagrams. Know how to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations and choose a source from a range provided. Know how to begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. **Yr 5/6** Know how to choose suitable sources and begin to separate opinion from fact Know how to be able to talk about their degree of trust in the sources they used. Know how to ask yes/no questions that will give useful information and justify these decisions. Know how to identify specific clear questions that will help to sort without ambiguity using keys. Know how to apply knowledge of previous enquiry to compare and classify. Know how to create branching databases (tree diagrams) and keys to enable others to name living things and objects.

	Know how to be able to explain using evidence that the branching database or classification key will only work for the living things or materials it was created for. ***Plants*** **Yr 3/4/5/6** Know how to ask a range of questions linked to a topic. Know how to begin to look for naturally occurring patterns and relationships. Know how to make a range of relevant observations using simple equipment with support. Know how to present observations in labelled diagrams. Know how to present data in bar charts. Know how to prepare own tables to record data. Know where appropriate provide oral or written explanations for their findings. ***Evolution and Inheritance*** **Yr 5/6** Know how to identify when questions asked are most appropriately answered through research. Know how to find things out using a wide range of secondary sources of information identifying the reliability of different sources. Know how to recognise which secondary sources will be most useful to research their ideas. Know how to choose how to record data from a choice of familiar approaches. Know how to identify the degree of trust in findings. Identify scientific evidence that has been used to support or refute ideas or arguments. Know how to describe and evaluate their own and other people's scientific ideas related to topic, using evidence from a range of sources.

	Know how to use test results and previous scientific knowledge to make predictions for further investigations asking specific, relevant questions. Know how to explain their degree of trust in their results including variables that may not have been controlled and accuracy of results using appropriate scientific language and ideas from the National Curriculum. Visit Lyme Regis – the museum and go on a fossil tour. Learn about how earthquakes and volcanoes are formed.
Art and design	**Preliminary sketches** are usually simple line drawings or trial pieces that are created to explore ideas and techniques and plan what a final piece of art will look like. **Stitches** include running stitch, cross stitch and blanket stitch. **Use of Sketchbook** **Yr 3/4** Know how to use annotations to write an explanation of their sketch. Know how to use sketchbooks to record initial ideas and observations. Know how to suggest improvements to their work that is in the sketchbook. Know how to write notes about the purpose of the work. **Yr 5/6** Know how to use their sketchbooks to show how ideas have developed and improved. Know how to use annotations in the sketchbook to show what further changes they would make. Know how to write detailed notes about pieces of work.

	Know how to make explicit reference to methods and skills used in artwork they have created or artwork of others. **Textiles** **Yr 3/4/5/6** Know what dip-dye is and how to apply this onto material. Know that mixed media can be used to create a piece. **Collage** **Yr 3/4/5/6** Know how to select materials by colour and texture according to desired outcome. Know how to layer and overwork pieces. **Texture** **Yr 3/4** Know how to analyse and describe texture with artists' work. Know how to express complex textures using a range of materials. **Yr 5/6** Know and develop an understanding of texture through practical making activities. Know how artists manipulate materials to create texture. Dip dye individual small panels of material in the colours of a mountainous scene. Attach ribbons and fabric and other textile/collage material to create a mountain/river scene. Use sewing techniques (running, back stitch etc) to attach the items (as well as glue for some elements), but also choose some decorative stitching to add some detail to the design e.g. cross stitch, chain stitch.

Music	**Solo singing** is singing alone. Accurate solo singing includes good timing, note memory and accurate pitching of notes. **Ensemble singing** is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor. **Singing** **Yr 3/4/5/6** Know confidently and sing five songs from memory. Know that unison is everyone singing at the same time. Know that songs include other ways of using the voice e.g. rapping. Know why we need to warm our voices up. Know that singing in a group can be called a choir. Know how a leader or conductor: a person who the choir or group follow. Know that songs can make you feel different things e.g. happy, energetic or sad. Know that singing as part of an ensemble or large group is fun, but you must listen to each other. Know how to demonstrate a good singing posture. Know how to enjoy exploring singing solo. Know how to sing with awareness of being in tune. Know how to have an awareness of the pulse internally when singing. Know how to rejoin the song if lost. Know about voices singing different pitches **Yr 5/6**

	Know how to follow a leader when singing. Know how to experience rapping and solo singing. Know how to listen to each other and be aware of how you fit into a group. Watch and listen to a range of rhymes and songs written about The Weather, Water and Rivers, Seas and Oceans. Learn the songs and put together an end of term concert performance.
Computing	**Manipulating a range of text, images, sound or video clips and animation** may include changing their style, size, colour, effect, shape, location or format. **Multimedia** **Yr 3/4** Know how to combine text, graphic and sound to communicate ideas to others in a variety of ways. Know how to use keyboard commands to amend text, including the use of spell-check. Know how to critically evaluate work and use this to improve its effectiveness. Know how to create, modify and present documents for a particular purpose. Know how to change the appearance of text to increase its effectiveness. **Yr 5/6** Know how to select, use and combine appropriate technology tools to create an effect that will have an impact on others. Know how to select appropriate online or offline tools to create and share ideas. Know how to use text, photo, sound and video editing tools to refine work. Know how to apply skills that have previously been developed to create content using unfamiliar technology. Know that a range of media can be combined, recognising the contribution of each to achieve a particular outcome.

	Know how to discuss audience, atmosphere and structure when planning a particular outcome. Know how to be digitally discerning when evaluating the effectiveness of own work and that of others. Create a multimedia presentation to show to parents at the end of term about Rivers and The Water Cycle As part of the presentation create an animated powerpoint presentation (or similar) explaining the process of the water cycle. Or include a 2-D animation of the water cycle using simple stop motion animation software. Cut out shapes for objects on a prepared background. Use the correct terminology to create labels and add arrows to show the process as a cycle.
Design and Technology	**Design** **Yr 3/4** Know how to develop more than one design or adaptation of an initial design that would successfully fulfil the brief. Know how to start using cross sectional and exploded diagrams. Know how to plan a sequence of actions to make a product. Know how to record the plan by drawing using annotated sketches. Know how to use prototypes to develop and share ideas. Know how to think ahead about the order of their work and decide upon tools and materials. Know how to propose suggestions as to how they can achieve their design ideas. **Yr 5/6** Know how to list the tools needed before starting the activity. Know how to plan the sequence of work e.g. using a storyboard. Know how to record ideas using annotated diagrams. Know how to combine modelling and drawing to refine ideas.

	Know how to devise step by step plans which can be read / followed by someone else. Know how to use exploded diagrams and cross sectional diagrams to communicate ideas. Know how to sketch and model alternative ideas. Know which design idea to develop. Know how to develop own simple design specification. Know how to independently draw on a range of sources to help formulate design ideas. Know how to generate innovate ideas. **Make** **Yr 3/4** Know how to cut slots. Know how to cut internal shapes with growing precision and understand that it will impact on the quality of the finish. Know how to select from a range of tools for cutting, shaping, joining and finishing. Know how to use tools with increasing accuracy and begin to use independently. Know how to plan the stages of the making process. Know how to select from techniques for different parts of the process. Know how to select from materials according to their functional properties with growing independence. Know how to use appropriate finishing techniques with increasing understanding of the importance of this. Know how to prepare pattern pieces as templates for their design.

	Yr 5/6 Know how to make prototypes. Know how to develop one idea in depth and justify why they have developed the chosen idea. Know how to research information to inform decisions. Know how to produce detailed lists of components / materials / tools. Know how to select from and use a wide range of tools. Know how to cut accurately and safely to a marked line. Know how to select from and use a wide range of materials. Know how to use appropriate finishing techniques. Know how to refine the product, without prompting – review and rework / improve. **Evaluate** **Yr 3/4** Know how to draw/sketch products to help analyse and understand how products are made. Know how to decide which design idea to develop. Know how to improve products during the making process in response to feedback. Know how to consider and explain how the finished product could be improved. Know how to be able to offer constructive advice to peers and accept constructive advice in return. **Yr 5/6** Know how to identify the strengths and weaknesses of their design ideas and include in evaluations.

	Know how to give a report using correct technical vocabulary. Know how to consider and explain how the finished product meets the design criteria of the user. Know how to present evaluations – pictorially, in writing and using appropriate mathematical skills. **Mechanical and Electrical Systems** **Yr 3/4** Know how to develop vocabulary related to the project. Know how to use mechanical systems such as pulleys, levers, linkages. Know how to incorporate a circuit into a model. Know how to use electrical systems such as a switch, bulb and buzzers. Know lolly sticks/card to make levers and linkages. **Yr 5/6** Know how to develop a technical vocabulary appropriate to the project. Know how to use mechanical systems such as pulleys. Know how to use electrical systems. Know that mechanical and electrical systems have inputs > processes > outcomes. Know that gears and pulleys can be used to speed up, slow down or change the direction of movements. Know how to understand and describe electrical systems used in products. Design and make a 2D model Volcano that incorporates mechanical systems such as pulleys and levers for the volcanic eruptions and an electrical system for a buzzer and lights to represent the noise and light (fire) from the eruption.