Cycle C	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
2019-20	**Sow, Grow and Farm** 	**Off with Her Head!** 	**Gods and Mortals** 
Key Vocabulary. **Tier 3 words.** **Tier 2 words.**	**Allotment**, carpel, climate, **community**, compost, **cutting**, fertiliser, germination, greenhouse, **harvest**, irrigation, livestock, mini-beast, **nurture**, organic, originate, pesticide, pollen, pollination, **produce**, propagate, seasonal food, seed, stamen, stigma, style	Allegation, annulment, **arrest**, banquet, beheading, Catholicism, Christianity, Church of England, conspiracy, coronation, court, divorce, dynasty, embroidery, English Reformation, **evidence**, execution, exile, heir, Henry's Great Matter, **judgement**, **miniature**, monarch, **motive**, **offence**, ordinance of Eltham, patronage, plea, **plot**, privy chamber, Protestantism, rebellion, reign, **sentence**, succession, treason, **trial**, trinket, Tudor.	Amphora, anoint, **artefact**, cavalry, city-state, **conquer**, **council**, decoy, deity, displacement, **discuss**, divine, **formation**, god, **hero**. hoplite, hydria, invasion, jury, kantharos, krater, kylix, labyrinth, **legend**, lekanis, marathon, meander, minotaur, Olympic Games, Pandora's box, papyrus, peltast, phalanx, psiloli, sceptre, skyphos, **synchronise**, temple, **trial**, volute krater, warrior.

Project overview	They will learn about food webs and animal life cycles, including how living things are dependent on one another within a habitat. They will investigate the different ways that plants reproduce and will dissect flowering plants to identify the different structures. They will have the opportunity to learn about farming in the United Kingdom and the techniques used in modern farming, including the challenges that farmers face. They will learn about the benefits of eating seasonally and about the pros and cons of importing food. They will also learn about world farming and how the different climate zones affect where different foods can be grown.	What sort of man would order the beheading of his wife? Was she really that bad? Travel back in time to the 1500s and meet the terrifying Tudors, a domineering dynasty that changed our history. Discover an opulent court where dancing and singing go hand in hand with swift falls from favour – and even swifter falling of heads! Develop your painting skills in miniature, solve riddles and remember to protect your precious neck with a large white ruff – if you want to survive at Tudor court! Flex your detective muscles and become a criminal investigator! How will you find the accused – innocent or guilty? It's your turn to take part in one of the most famous trials the world has ever known!	From nothingness came chaos; from chaos came air and water; from air and water came life! Then, rising majestically from the darkness, came Gaia, Mother Earth, a beacon of warmth and light. Discover a fantastical world full of mythical creatures and legendary heroes. Poseidon, Apollo, Artemis and Zeus reign almighty from Mount Olympus, watching mere mortals on dusty Athenian streets. Meet Theseus, the hero, and Helen of Troy, the beautiful face that launched a thousand ships. Explore the terrains of Greece, where in pure blue skies, the Sun scorches waxen wings and melts the fortunes of Icarus and Daedalus. Then decide your own fate when a mysterious box is found and stirs your curious mind.

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 C	**Term 1 - Autumn**
What are the key pieces of information we want children to remember and be able to build upon and 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	**Sow, Grow and Farm (Geography)**
History	Evacuation means leaving a place. During the Second World War, many children living in big cities and towns were moved temporarily from their homes to places considered safer, usually out in the countryside. Before war was even declared, 25 evacuees from London and their teacher had arrived in the village (Branscombe).

	The Dig for Victory campaign encouraged everyone to grow fruits and vegetables on open land to counteract food shortages created during the Second World War. Allotments have been used throughout time as a way of people growing their own food and saving/making money as well as feeding their family. Know the importance of allotments during rationing in WWII. **Chronology** **Yr 3/4** Know how to describe ways of life that are typically associated with that period. **Yr 5/6** Know how to plot significant events on timeline including antecedents (e.g. significant battles). Know how to describe in detail significant events and why they were significant. **Historical Enquiry** **Yr 3/4** Know how to use primary and secondary sources to research an idea. **Yr 5/6** Know how to interpret primary evidence and give judgements. Begin to justify those judgements against scrutiny. Know how to evaluate a range of primary and secondary sources in order to construct a mostly independent historical argument (e.g. why Britain faced the risk of an invasion in June 1940). **Interpretations of History** **Yr 3/4** Know how to give thoughts and reasons for monuments from time studied.

	Know how to empathise with visitors to historic ceremonies and monuments. Know how to decide upon and 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 apply knowledge to reach a judgement about how serious that threat of invasion was. Know which factors contributed to Britain winning the Battle of Britain in 1940 and make a judgement as to which of these they feel were most significant. Know how to justify the qualities they feel makes a good ruler/leader. **Continuity and Change** **Yr 3/4** Know how to compare and contrast the homes of people in two parts of the country during WW2. **Yr 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. **Similarities and Differences** **Yr 3/4** Know how to compare, contrast and explain some key ways in which life changed for Britains during the specific period. **Yr 5/6** 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 and understand how places (i.e. monuments) can be of significance to a local area, whereas some are significant on a global scale.

	Yr 5/6 Know how to discuss with evidence whether one historic WW2 battle is more significant than another (i.e. 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. Know that allotments are still part of our culture today and many people in Exmouth, including at our own school, use them to grow food for themselves and friends/family. 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. Research 'Dig for Victory' especially in Exmouth/Devon and the importance of growing your own food. Ask the children if they have heard the term before and invite them to share any knowledge they have of the campaign. Talk about the allotments used in World War 2 in Branscombe. Explain to the children that they are going to work in research teams to find out more about the campaign, using a range of historical resources to help them.
Geography	**Agricultural land use in the UK** can be divided into three main types, arable (growing crops), pastoral (livestock), mixed (arable and pastoral). **An allotment** is a small piece of land used to grow fruit, vegetables and flowers. **A wide variety of crops are farmed in the UK**, such as wheat, barley, oats, potatoes, other vegetables, fruits and oil seed rape. **A wide variety of livestock are reared on farms in the UK,** such as sheep, dairy cattle, beef cattle, poultry and pigs.

	In Devon our farming is often classified as mixed farming. Mixed farms are a mixture of arable and pastoral farming. The conditions needed for mixed farming include: warm enough climate to grow crops and may have cooler, wetter times of year. Poor-quality soil that can be improved using manure from animals. Land with some flatter areas for growing crops. **The Earth has five climate zones**: desert, equatorial, polar, temperate and tropical. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. **Biomes** are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation **Examples -** The soil and climate of California make it ideal for growing citrus fruits. Coffee is grown in Peru because the warm climate, frequent rainfall and rich soil provide perfect growing conditions. Growing and processing coffee is a difficult, time-consuming task because the process has changed little over time and most of the work is still done by hand. **Locational Knowledge** **Yr 3/4** Know the names and locations of vegetation belts across the UK. Know the difference between the British Isles, Great Britain and UK. Know how to describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. **Yr 5/6** Know the names of capital cities of Europe and major cities from around the world. **Place Knowledge** **Yr 3/4** 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.

	Know the location and explain the significance of the Northern and Southern Hemispheres and the Arctic and Antarctic Circles. **Yr 5/6** Know how to link words to theme e.g. settlement, urban, rural, land use, sustainability. **Human Features** **Yr 3/4** Know how to identify how people both damage and improve the environment. Know how people try to sustain environments. Know how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there. **Yr 5/6** Know how a location fits into its wider geographical location; reference to human and economical features. **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 the locations for some of these features. Know how to sequence and explain features of a physical weather process, such as the water cycle. **Yr 5/6** 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/or changed the physical characteristics of a place in the world. Know how to understand the concept of biomes and climate zones. Know how to understand the concept of vegetation belts. **Skills, Maps Work and Fieldwork** **Yr 3/4** Know how to hold geographical debate. Know how to record evidence e.g. construct questionnaire, field sketch etc Know how to communicate in ways appropriate to task and audience e.g. use questionnaires, charts, graphs to show results, write views to local paper. Know how to draw and use more detailed field sketches and diagrams, using symbols for a key. Know how to locate appropriate information needed for a task, from a source material. Know how to draw maps more accurately from plan view (from above) and use a key accurately. Know how to analyse evidence and draw conclusions e.g. make comparison between locations using photos, pictures and maps. Know how to collect and record evidence: show questionnaire results in simple charts or colour coded maps which demonstrate patterns. Know how to accurately measure and collect information e.g. rainfall, temperature, noise levels. Know which source material to use for a task, locating the information needed. **Yr 5/6** Know how to ask questions: 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 design and use questionnaires to obtain views of community on a subject. Know how to collect and record evidence. Know how to conduct a land use survey. Know how to communicate in ways appropriate to task and audience e.g. persuasive writing – present information on map overlays to show levels of information e.g. old/new. Know how to draw field sketches showing understanding of pattern, movement and change.
Science	**A food web** is a set of interconnected food chains that show how animals rely on plants and other animals for food. **A life cycle** is the series of changes in the life of a living thing and includes these basic stages: birth, growth, reproduction and death. **Mammals' life cycles** include the stages: embryo, baby, adolescent and adult. **Amphibians' life cycles** include the stages: egg, larva (tadpole), adolescent and adult. Some insects' (butterflies, beetles and bees) life cycles include the stages: egg, larva, pupa and adult. **Birds' life cycles** include the stages: egg, baby, adolescent and adult. **Some plants reproduce sexually**, where male pollen grains from one plant are transferred to and fertilise the female ovules of a different plant. **Some plants produce asexually**, where they create a genetically identical offspring using structures such as bulbs, rhizomes, tubers, corms and runners. **Animals Including Humans** **Yr 3/4/5/6** Know that living things can be classified a producers, predators and prey according to their place in the food chain. Know that producers are living things that make their own food through photosynthesis (plants). Know that predators are animals which capture and eat other animals. Know that prey are animals which are captured by another for food. Know that the death of one of the parts of a food chain or web has consequences on the rest of the chain.

	Know that the arrows in a food chain mean 'eats'. **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. **Knowledge of Working Scientifically** **Yr 3/4** 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. Know how to take accurate measurements using standard units where not all the numbers are marked on the scale. Take repeated readings where necessary. Know how to refer directly to evidence when answering questions. Know how to use results from an investigation to make a prediction about a further result. Know how to draw simple conclusions when appropriate for patterns. Know how to be able to ask a range of yes/no questions which work together to aid sorting. Know how to put appropriate headings onto Carroll diagrams. Know 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 recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. **Yr 5/6** Know how to being to explore ideas and ask own questions about scientific phenomena. Know how to begin to plan different types of scientific enquiry to answer questions. Know how to choose suitable sources and begin to separate opinion from fact.

	Know how to begin to recognise which secondary sources will be most useful to research their ideas. Know how to choose an appropriate form of presentation including scatter graphs. Know how to answer their questions using scientific evidence gained from a range of sources. Know how to separate opinion from fact in conclusions. Know how to be able to talk about their degree of trust in the sources they used. Know how to identify scientific evidence that has been used to support or refute ideas or arguments. Know how to be able to ask a range of yes/no questions, which work together to aid sorting. Know how to identify specific clear questions that will help to sort without ambiguity using keys. Know how to be able to put appropriate headings onto Carroll diagrams. Know how 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. 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 names living things and objects. Know how to explain using evidence that the branching database or classification key will only work for the living things or materials it was created for.

Art and design	A **tint** is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. Artists who have painted still life compositions include Michelangelo Merisi da Caravaggio, Francisco de Zurbarán, Claude Monet, Mary Cassatt, Vincent van Gogh, Paul Gauguin and Paul Cézanne. Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques. Know that different things inspire artists: landscapes, people, objects, religion. **Use of Sketchbook** **Yr 3/4** Know how to use their sketchbooks 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. **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 use their sketchbook to show how they have discussed ideas with others. Know how to use their sketchbook to show knowledge and art history they have learnt. Know how to research artists and link to their work. **Drawing** **Yr 3/4**

	Know how to use small sketches to produce a final piece. Know that different pressures create hard and soft lines and use this in their pieces. Know how to use line, tone, scale, texture and depth and demonstrate in their pieces. Know how to draw for a sustained period of time (30 mins). Know how to explain why they have chosen specific materials to draw with. **Yr 5/6** Know how to use media such as pen and ink and practise using these. Know techniques for drawing with pastel and practise. Know how to make a collection of drawings around a theme. 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 explain their preferences of mediums. **Painting** **Yr 3/4** Know about 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 where the colours are on the colour wheel.

	Know how to use artists' work as a starting point and create work in the style of different artists. Know how to mix different thicknesses of paints. Know how to use tone to work in monochrome (shades of one colour) and practise this. **Yr 5/6** Know how to use layers of paint to add detail to background colours. Know about their preferred style and create their own piece. Know about different techniques and use in their final pieces. Know how to use brushes in different ways with thickened paint. **Colour** **Yr 3/4** Know how to mix colours using natural pigments. Know how to use tint and shades for different purposes. Know how to analsye and describe colour and painting techniques in artists' work. **Yr 5/6** Know how to mix and apply colours to represent still life objects from observation. Know how to analyse colours used by artists' studied. **Form** **Yr 3/4/5/6**

	Know how to represent form when drawing. Know how to analyse how artists use and apply form in their work. **Line** **Yr 3/4/5/6** Know how to describe organic forms through different types of line. Know how to describe how artists use line in their work. Know how to use artists' artwork to apply to their own piece. **Shape** **Yr 3/4/5/6** Know how to adapt the work of others to compose original ideas. Know how to fluently sketch key shapes of objects when drawing. **Texture** **Yr 3/4** Know how to analyse and describe texture with artists' work. **Yr 5/6** Know and develop an understanding of texture through practical making activities. Know how artists manipulate materials to create texture. **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 when drawing with an increasing sophistication. Know how to analyse artists' use of tone. Know about local botanical artist Rev Keble Martin who lived in Woodbury. He illustrated the book The Concise British Flora in Colour (a copy is at Woodbury Salterton School) Find out about local artists and what inspired them to paint and why they chose the style, media and subject matter they did. Use the plants and flowers in our grounds/allotment for close up, still life Art work. Focus on pencil and pastel drawings, and move onto using paint for finished pieces in the style of Rev Martin's book. Go on to create collages or 3D effects Invite the children to develop still life compositions, using seasonal fruits and flowers. The children can explore their ideas in a sketchbook first, using the style of Rev. W. Keble Martin, before developing a painting on the subject matter.
Music	Both Jazz music and World War II had a significant impact on each other. Jazz music boosted the morale of soldiers fighting abroad and also lifted the spirits of their loved ones back at home. Many jazz musicians were soldiers, and several others travelled overseas or across the country to entertain troops **Listen and Appraise** **Yr 3/4/5/6** Know five songs or pieces of music from WW2 era with a focus on Jazz.

	Know the style of the five songs. Know about what the song lyrics are about. Know about any musical dimensions features in the songs e.g. texture, dynamics, tempo, rhythm and pitch. Know about the main sections of the pieces of music, e.g. intro, verse, solo part. Know about some of the instruments they heard in the songs. Know about the historical context of the music – what else was going on at the time. Know how to identify and move to the pulse with ease. **Games** **Yr 3/4** Know how to find an demonstrate the pulse. Know the difference between pulse and rhythm **Yr 5/6** Know how to be a musical leaders – creating musical ideas for the group to copy or respond to. Know how to keep the internal pulse. **Playing** **Yr 3/4** Know and be able to talk about the instruments used in class. Know how to treat instruments carefully and with respect.

	Know how to rehearse and perform their part within the context of a song. Know how to listen and to follow musical instructions from a leader. **Yr 5/6** Know about the different ways of writing music down e.g. staff, notation, symbols, chords. Know the notes C,D,E,F,G,A,B and C on the treble stave. Know how the length of each note is represented e.g. crotchet, quaver, minim, semibreve. Know the instruments that might be played in a band. Know how to rehearse and perform their part. Know how to listen to and follow musical instruments from a leader. Know how to lead a rehearsal session. **Improvisation** **Yr 3/4** Know that improvisation is making up your own tunes on the spot. Know that using one or two notes confidently is better than using 5. Know that if you improvise using the notes you are given, you cannot make a mistake. **Yr 5/6** Know how to improvise using the instruments and chords used in the context or style of a piece of music.

	Learn about the styles of music people enjoyed during the war. Jazz and Blues were popular styles. Use ideas in the following link to support children to improvise in the style of Jazz Musicians. https://www.thepoint.org.uk/wp-content/uploads/2018/08/Resource-Pack-Jazz.pdf
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 the simple task. Know how to test a program and recognise when debugging is required – talking about the corrective actions taken. Know how to use an efficient procedure to simplify a program. Know that a program needs to be constantly tested while it is being built and that debugging is a continual process throughout the programming stage. Know a variety of tools to create a program. **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 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 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. Using Scratch create a 'Catch Game' for World War 2 Bombs. The use of co-ordinates will be included.
Design and Technology	**Seasonality** is the time of year when the harvest or flavour of a type of food is at its best. Buying seasonal food is beneficial for many reasons: the food tastes better; it is fresher because it hasn't been transported thousands of miles; the nutritional value is higher; the carbon footprint is lower, due to reduced transport; it supports local growers and is usually cheaper. Know the importance of allotments and home grown foods in war time Britain and how menus needed adaptation to make the best use of rationed ingredients. **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 annotated sketches. Know how to think ahead about the order of their work and decide upon tools and materials.

	Know how to consider and justify aesthetic qualities of materials chosen. **Yr 5/6** Know how to independently draw on a range of sources to help formulate design ideas. Know how to plan the sequence of work e.g. using a recipe/storyboard. Know how to record ideas using annotated diagrams. Know how to devise step by step plans (including recipes) which can be read / followed by someone else. 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. **Make** **Yr 3/4** Know how to use tools with increasing accuracy. Know how to select from materials according to their functional properties. Know how to plan the stages of the making process. Know how to use appropriate finishing techniques, with increased understanding of the importance of this. **Yr 5/6** Know how to develop one idea in depth. Know how to use researched information to inform decisions.

	Know how to produce detailed lists of ingredients / components/ materials and tools. Know how to use appropriate finishing techniques for the project. Know how to refine their product – 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 research needs of the user. Know how to identify the 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 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. 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 could be improved related to design criteria. Know how to discuss how well the finished product meets the design criteria of the user.

	Know how to present evaluations – pictorially, 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. 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. **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 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 consider the influence of chefs (e.g. war time chefs/ration recipe ideas). Know how to use a heat source safely and hygienically. Know how to apply an understanding of the need for keeping food prep areas tidy and clean. Know how to understand the cultural and regional significance of food. Know the types of foods grown on our school allotment and the planting and growing processes. Plan and cook a menu using only ingredients from a family's weekly ration and from the home grown crops on the allotment. Provide children with a range of seasonal fruits and vegetables, including some unusual varieties, raw or cooked. Invite the children to taste and evaluate each one, recording their observations on the Seasonal food recording sheet, then discuss their opinions. Explain how fruit and vegetables provide people with the essential nutrients, such as vitamins, minerals and fibre, that our bodies need to stay healthy. Develop recipes and invite community members to a harvest lunch.

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Cycle C	Term 2 - Spring
What are the key pieces of information we want children to remember and be able to build upon and 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	**Off with Her Head! (History)**
History	**Henry VIII** was King of England 1509 until he died in 1547. He is mostly remembered for having six wives and for breaking away from the Catholic Church and the Pope. He was 18 when he became King and was an excellent sportsman, composer and author. Later in life he became overweight and developed health issues. He was known to be a cruel and selfish man. During his reign, Henry founded the Church of England (**Henry's Great Matter**) and expanded the Royal Navy from five ships to sixty. **Beliefs** can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice. **Chronology** **Yr 3/4** Know how to describe ways of life that are typically associated with a period. Know how to explain religious change in England and give possible reasons. Know how to explain the significance of some Royal struggles. **Yr 5/6** Know how to plot significant events on timelines, including antecedents. Know how to describe the main achievements in the lifetime of a monarch. Know how to explain factors that can lead to a cultural shift. **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 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. Know how to synthesise sources to give possible reasons. Know why archaeologists find certain sources of significant importance. Know how to interpret some primary sources of history with some independence. Know how to make judgements about what primary sources tell us about life during periods studied and begin to consider bias. 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 interpret primary evidence and give judgements. Know how the wreck of the Mary Rose has been a significant piece of primary evidence and what has been learnt from it. Know how to justify judgements against scrutiny. Know how to evaluate a range of primary and secondary sources in order to construct a mostly independent historical argument. Know how to explain why some findings are of greater significance than others. Know how to being to understand how artefacts may be misleading.

	Know how to formally critique the validity of primary and secondary sources. **Interpretations of History** **Yr 3/4** Know how to decide upon and justify whether they think a significant character was great. **Yr 5/6** Know how to justify the qualities they feel make a good ruler. Know why a seemingly insignificant act had significant ramifications. **Continuity and Change** **Yr 3/4/5/6** Know how to compare and contrast occupations from a specific period and now. Know how to compare two key explorers and their explorations from distinctly different time periods and how they differ. Know how to compare the leadership styles of two rulers from different time periods. **Cause and Consequence** **Yr 3/4/5/6** Know the consequences of diseases such as Scurvy on explorations during Tudor times. Know the consequences that occurred due to the dissolution of the monasteries, that still affect religion in England today. **Similarities and Differences** **Yr 3/4/5/6**

	Know how to compare and contrast and explain some key ways in which life changed for Britains during the specific period. Know how to compare two key explorers and their explorations from distinctly different time periods and how they differ. Know how to compare how rich and poor lived in the period studied. **Significance** **Yr 3/4//5/6** Know why a taught historical period is considered significant. Know the significance of the finding of the wreck of The Mary Rose to historians. Know the significance of some of the Tudor Explorers and their Explorations. **Black and British** ***Key Question – What Part Did Black People Play in British Life When They Started to Settle 500 Years Ago?*** Know that there had been no black people in Britain since Roman Times and that there were only a few hundred Black Britains living in Britain in Tudor Times. Know that John Blanke was a black musician in London in the early 16th century, who probably came to England as one of the African attendants of Catherine of Aragon in 1501. He is one of the earliest recorded black people in England after the Roman period. Know how to investigate a range of sources to draw inferences, especially about the status of featured individuals. Know how to read documents in context, making sure they do not jump to conclusions, and working out what can be said with certainty and what cannot. Know that: the Dissolution of the Monasteries happened as a consequence of Henry's Great Matter; the conflict between Henry VIII and the Roman Catholic Church eventually led to the seizure of Church properties by the state; over 800 monasteries were dissolved, demolished for building materials, sold off or reclaimed as Anglican Churches. For Buckfast Abbey, the fateful day arrived on 25th February 1539.

	Buckfast Abbey forms part of an active Benedictine monastery at Buckfast, near Buckfastleigh, Devon. Buckfast first became home to an abbey in 1018. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice. Visit Buckfast Abbey and research about the dissolution there.
Geography	**Settlements** come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city. **Aerial photography** is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place or places. Montacute House is a late Tudor mansion with garden in Montacute, South Somerset. Queen Elizabeth, the daughter of Henry VIII and Anne Boleyn, was the monarch at the time and it is often called an Elizabethan building. Plymouth is famous for its Royal Naval base. In 1588, the ships of the English Navy set sail for the Spanish Armada through the mouth of the River Plym, thereby establishing the military presence in Plymouth. **Locational Knowledge** **Yr 3/4** Know the names and locations of Europe, North and South America. Know the difference between the British Isles, Great Britain and the UK. Know how the climate of a country is linked to the distribution of natural resources. Know the location of the Tropic of Cancer and the Tropic Capricorn. **Yr 5/6** Know the names of the cities and countries in North, Central and South America.

	Know how the time zones work. **Place Knowledge** **Yr 3/4/5/6** Know the location and explain the significance of the Northern and Southern Hemispheres and the Arctic and Antarctic Circles. **Human Features** **Yr 3/4** **Yr 5/6** **Physical Features** **Yr 3/4/5/6** Know how people both damage and improve the environment. 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 people try to sustain environments. Know how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there. **Skills, Maps Work and Field Work** **Yr 3/4** Know how to describe route and direction using 8 compass points e.g. N,S,E,W,NW,NE,SW,SE. Know how to use maps and atlases appropriately by using contents and indexes.

	Know how to understand and use 4 and 6 figure grid reference. 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 a globe, from one place to another, identifying countries or significant landmarks that are passed. Know how to locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries across the world. **Yr 5/6** Know how to describe route, direction and location linking 8 points of the compass to degrees on the compass. Know how to compare historical maps of varying scales. Know how to plan a journey to a place in another part of the world, taking account of distance and time. Know how to cement use of 6 figure grid references.
Science	**Materials** can be grouped according to their basic physical properties. Properties include hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism. **Some materials (solutes**) will dissolve in liquid (solvents) to form a solution. The solute can be recovered by evaporating off the solvent by heating. **Some mixtures can be separated by filtering, sieving and evaporating**. **Sieving** can be used to separate large solids from liquids and some solids from other solids. **Filtering** can be used to separate small solids from liquids. **Evaporating** can be used to separate dissolved solids from liquids. **Materials** **Yr 3/4** Know that a solid keeps its shape and has a fixed volume. Know that a liquid has a fixed volume but changes its shape to fit the container.

	Know that a liquid can be poured and keeps a level, horizontal surface. Know that a gas fills all available space, it has not got a fixed shape or volume. Know that granular, powdery solids like sand can be confused with liquids because they can be poured, but when poured they form a heap and they do not keep a level surface when tipped. Know that each individual grain demonstrates the properties of a solid. Know that melting is a state change from solid to liquid. Know that freezing is a state change from liquid to solid. Know that the freezing point of water is O degrees C. Know boiling is a change of state from liquid to gas that happens when a liquid is heated to a specific temperature and bubbles of the gas can be seen in the liquid. Know that water boils when it is heated to 100 degrees C. Know that evaporation is the same state change as boiling (liquid to gas), but it happens quickly if the temperature is higher, the liquid is spread out, or it is windy. Know that condensation is the change back from a gas to a liquid caused by cooling. Know that water at the surface of seas, rivers etc evaporates into water vapour (gas). Know that this rises and cools and condenses back into a liquid forming clouds. Know that when too much water has condensed the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc and drain back into rivers. This is precipitation. This is the water cycle. **Yr 5/6** Know that materials have different uses depending on their properties and state (solid, liquid, gas). Know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets.

	Know that some materials will dissolve in a liquid and form a solution while others are insoluble and form a sediment. Know that mixtures can be separated by filtering, sieving and evaporation. Know that some changes to materials such as dissolving, mixing and changes of state are reversible. Know that some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and are not reversible. **Knowledge of Working Scientifically** **Yr 3/4** Know how to independently ask a range of questions that will provide useful results linked to a topic. Know how to think of more than one variable factor. Know how to put appropriate headings onto Carroll diagrams. Know how to make systematic and careful observations. Know how to decide what data to collect to identify naturally occurring patterns and relationships. Know how to choose what to measure or observe, set up simple practical enquiries, comparative and fair tests. Know how to help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Know how to use notes, simple tables and standard units to present results. Know how to look for patterns, similarities and differences in their data in order to identify new questions arising from the data, make new predictions. Know how to say what was found out linking cause to effect.

	Yr 5/6 Know how to take measurements using a range of scientific equipment with increasing accuracy and precision. Know how to use a range of equipment to make measurements with increasing precision. Know how to measure using standard units using equipment that has scales involving decimals. Know how to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Know how to answer questions describing causal relationships. Know how to use test results to make predictions for further tests. **Light** **Y3/4** Know that we see objects because our eyes can sense light. Know that dark is the absence of light. Know that we cannot see anything in complete darkness. Know that some objects, for example, the sun, light bulbs and candles are sources of light. Know that objects are easier to see if they are in more light. Know that some surfaces reflect light and that objects are easier to see when there is less light if they are reflective. Know that objects are transparent, translucent or opaque and what that means. Know that light from the sun can damage our eyes. Know how we can protect ourselves from the sun such as not looking directly at it, wearing sunglasses or sunhats in bright light.

	Know that shadows are formed on the surface when an opaque or translucent object is between a light source and the surface and blocks some of the light. Know that the size of the shadow depends on the position of the source, object and surface. **Y5/6** Know that light appears to travel in straight lines and that we see objects when light from them goes into our eyes. Know that light may come directly from light sources, but for other objects some light must be reflected from the object into our eyes for the object to be seen. Know that objects that block light (are not fully transparent) will cause shadows. Know that, as light travels in straight lines, the shape of the shadow will be the same as the outline shape of the object. **Working Scientifically** **Y3/4** Know where appropriate take accurate measurements using standard units where not all the numbers are marked on the scale. Know how to learn to use some new equipment such as data loggers, thermometers and hand lenses. Know how to present data in bar charts. Know how to prepare own tables to record data. Know how to begin to see a pattern in my results. Know how to refer directly to their evidence when answering their question. Know how to use results from an investigation to make a prediction about a further result. Know how to begin to look for naturally occurring patterns and relationships.

	Y5/6 Know how to use appropriate scientific language and ideas from the NC to communicate his/her methods. Know how to choose ways to record data from a choice of familiar approaches. Know how to use test results and previous scientific knowledge to make predictions for further investigations asking specific, relevant questions. Know how to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. Know how to look for different causal relationships in their data and identify evidence that refutes or supports their ideas. Know how to use their results to identify when further tests and observations are needed. Know how to choose suitable sources and begin to separate opinion from fact. Know how to begin to recognise which secondary sources will be most useful to research their ideas. Know how to prepare own tables to record data, including columns for taking repeat readings. Know how to be able to answer their questions using scientific evidence gained from a range of sources. Know how to separate opinion from fact in conclusions. Know how to be able to talk about their degree of trust in the sources they used.
Art and design	**A portrait** is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. **Use of Sketchbooks** **Yr 3/4**

	Know how to use their sketchbooks 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 produce a montage all about themselves. Know how to write notes about the purpose of the work. **Yr 5/6** Know how to produce a montage all about themselves. Know how to use sketchbooks to show how ideas have developed and improved. Know how to use their sketchbook to how they have discussed ideas with others. Know how to use their sketchbook to show knowledge and art history they have learnt. Know how to write detailed notes about pieces of work. Know how to research artists and link to their work. **Drawings** **Yr 3/4** Know how to show facial expressions and begin to show this in their drawings. Know how to use shading to create tone.

	Know that different pressures create hard and soft lines and use this in their pieces. Know and feel confident with showing facial expressions and body language in their drawings. Know how to draw for a sustained period of time (30 minutes). **Yr 5/6** Know how to make a collection of drawings around a theme. Know how to organise line, tone, shape and colour to represent figures and forms in movement. Know how to be able to draw for a sustained period of over one session. Know how to use simple perspective using a single focal point. Know how to explain their preferences of mediums. Know how to use shade to show mood and feeling. Know they can sketch to communicate emotions. Know how to explain why they have chosen specific drawing techniques. **Painting** **Yr 3/4** Know about brush types and choose the correct size and style depending on the task. Know how to use different brushes for different effects. Know how colours can be used to show feelings. 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 create moods in their paintings and develop this. **Yr 5/6** Know how to mix and match colours for purposes (e.g. skin colours) and experiment in their own work. Know how to mix different thicknesses of paints. Know how to use layers of paint to add detail to background colours. Know how to create different skin tones. Know how to create mood and feeling in their paintings. Know how to express their own emotions accurately through their painting through colour. **Colour** **Yr 3/4** Know how to use tint and shades for different purposes. Know how to analyse and describe colour and painting techniques in artists' work. **Yr 5/6** Know how to mix more complex colours to depict thoughts and feelings. Know how to express feelings and emotions through colour. **Shape** **Yr 3/4/5/6**

	Know how to adapt the work of others to compose original ideas. **Tone** **Yr 3/4/5/6** Know how to use tone when drawing with an increasing sophistication. Know how to analyse artists' use of tone. Bring in photos of self and family members to draw/paint self-portraits and those of family looking for similarities. Look at portraits by Hans Holbein, including those of Anne Boleyn, Henry VIII and Thomas Cromwell. Discuss their features: posture, colour and other interesting details and compose questions inspired by the portraits about each individual. Hans Holbein worked under Anne Boleyn and Cromwell's patronage. Children could practise sitting for a portrait. What objects or outfits would they need to portray their character? Create their own portraits using techniques used in Tudor times or through studying the portraits of the time and using different media.
Music	**Musical vocabulary** includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture. **Accurate and confident group performances** benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician. **Playing** **Yr 3/4** Know and be able to talk about the instruments used in class. Know how to treat instruments carefully and with respect. Know how to play a part on a tuned instrument from memory or using notation. Know how to rehearse and perform their part.

	Know how to listen and to follow musical instructions from a leader. **Yr 5/6** Know and be able to talk about different ways of writing music down e.g. staff notation, symbols. Know the notes C,D,E,F,G,A,B and C on the treble stave. Know the instruments they might play or be played in a band or orchestra or by their friends – how does this compare with a Tudor group of musicians. Know how to play a musical instrument with the correct techniques within the context of the song. Know how to select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – one notes, simple or medium part or melody from memory or notation. Know how to rehearse and perform their part. Know how to listen to and follow musical instruments from a leader. Know how to lead a rehearsal session. **Composition** **Yr 3/4/5/6** Know about be able to talk about a composition is music that is created by you and kept in some way. It's like writing a story and can be played or performed again to your friends. (Yr 5/6) Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Know how notation is the connection between sound and symbol. Know how to create simple melodies using up to 5 different notes and simple rhythms (link to Tudor tuned instrument style). Know how to explain the keynote or home note and the structure of the melody.

	Know how to listen to and reflect on the developing composition and make musical decisions about how the melody connects with the song. Know how to record the composition in any way appropriate that recognises the connections between sound and symbol e.g. graphic / pictorial notation. Over the course of the year listen, learn and sign 5 songs. These could be linked to the topics if possible, but should be from a range of genres and time periods and cover the knowledge and skills listed below – this term link to one Tudor Song as music focus is areas written above. **Listen and Appraise** **Yr 3/4** Know five songs from memory, who wrote them, when they were written and if possible, why? Know the style of the five songs. Know how to choose one song and be able to talk about: - The lyrics – what is the song about - Any musical dimensions featured in the song and where they are used. - The main sections of the songs – intro, verse, chorus etc - Some of the instruments heard in the song. Know how to confidently identify and move to the pulse. 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 wrote them, when they were written and if possible, why? Know the style of the five songs and name other songs from the units in those styles.

	Know how to consider two or three other songs and be able to talk about (in all 8 songs): - Some of the style indicators - The lyrics – what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - The main sections of the songs – intro, verse, chorus etc - Some of the instruments they hear in the songs - The historical context of the song – what else was going on at the time. 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 listen carefully and respectfully to other people's thoughts about the music. Know how to use vocabulary when talking. Know how to talk about the musical dimensions working together. Know how to talk about the music and how it makes us feel. **Dimensions of Music** **Yr 3/4** Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a son. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and answer.

	Know how to keep the internal pulse. Know how to create musical ideas for the group to copy or respond to. **Yr 5/6** Know how to talk about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. Know how to keep the internal pulse. Know how, when using warm up tracks using three notes; - to find the pulse - to lead the class by inventing rhythms for others to copy back - to copy back 2 note riffs by ear and with notation - to question and answer using 2 different notes. **Singing** **Yr 3/4/5/6** Know how to learn and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse. Know how to choose a song and be about to talk about: - it's main features - singing in unison, the solo, lead vocal, backing vocals or rapping - know what the song is about and the meaning of the lyrics - know and explain the importance of warming your voice up Know how to sing in unison and to sing backing vocals. Know how to enjoy exploring solo singing. Know how to listen to the group when singing. Know how to demonstrate good singing posture. 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. Know how to sing with awareness of being in tune. Know about a range of courtly Tudor music. Know the instruments they hear and describe how the music makes them feel. Role play, bringing the Tudor court to life while the music plays! Compose in the style of Tudor music, using recorders or similar. Learn a Tudor Song and appraise it. Encourage the children to listen to the music more than once, miming courteous actions to each other as they sit or move around the room. 'Tudor-style' music can be downloaded for use from Audio Network
Computing	**A range of technologies** can be selected, used and combined, such as using different hardware and software to create a solution that will have an impact on others. **Multimedia** **Yr 3/4** Know how to combine text and graphics 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 to write and review work. 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, photos, sound and video editing tools to refine work. Know how to use 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. **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. **Yr 5/6** Know how to collect data, identify where it could be inaccurate and suggest how it could be checked. Know how to present data in an appropriate way. Know how to use a spreadsheet to collect and record data. 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. Take an initial survey of their classmates to discover how many think Anne was guilty. Use the categories: strongly agree; agree; don't know; disagree; strongly disagree. Record this data in a bar or pie chart and include within an information page about Anne.

	Know how to create, select and combine a range of texts, images, sound clips and videos for given purposes which could include creating a web page, slide show presentation, short film or an animation. Create an informative presentation, using appropriate software, to create a synopsis of their Tudor project, highlighting their favourite parts. Use text (in suitably historic-style fonts), an atmospheric Tudor music soundtrack and downloaded images of the key players in the Tudor story.
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 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 begin to use cross sectional and exploded diagrams. **Yr 5/6** Know how to independently draw on a range of sources to help formulate design ideas. 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 accurately drawn exploded diagrams and cross sectional diagrams to communicate ideas. Know how to use research, models, kits and drawings to help formulate design ideas.

	Know how to combine modelling and drawing to refine ideas. Know how to sketch and model alternative ideas. Know how to decide which design idea to develop. **Make** **Yr 3/4** Know how to select from a range of tools. Know how to use tools with increasing accuracy. Know how to select from materials according to their functional properties with growing independence. Know how to plan the stages of the making process. **Yr 5/6** Know how to use research information to inform decisions. Know how to produce lists of components / materials and tools. Know how to select from and use a wide range of tools and materials. Know how to cut accurately and safely to a marked line. Know how to use appropriate finishing techniques for the project. 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 being 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 needs of the user. Know how to identify the strengths and weaknesses of their design ideas in relation to purpose/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 weaknesses of their design ideas and include 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. Know how to discuss how well the finished product meets the design criteria of the user. Know how to understand how key people have influenced design (Tudor architects). Know how to present evaluations. **Structures** **Yr 3/4** Know how to develop vocabulary related to the project. Know how to create shell or frame structures.

	Know how to strengthen frames. Know how to measure and mark square section, strip and dowel accurately to 1cm. **Yr 5/6** Know how to use the correct terminology for tools, materials and processes. Know how to cut strip wood, dowel, square section wood accurately to 1mm. Know how to join materials using appropriate methods. Know how to build frameworks. Know how to stiffen and reinforce structures. Research about traditional Tudor Wattle and Daub buildings. Learn about the development of Tudor architecture and different styles. In groups create small panels of wattle and daub, using wood, twigs and daub (or a substitute). Join together to create a model of a Tudor Building with a thatch roof. A larger scale model could be created outside in the forest school area.

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 C	**Term 3 - Summer**
What are the key pieces of information we want children to remember and be able to build upon and 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	**Gods and Mortals (History)**
History	**The Ancient Greeks** lived about 4000 years ago. Ancient Greece was made up of many City States. These City States were protected by a powerful City. Each City State had its own laws, customs and rulers. Many of the City States were at war with each other.

	The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre. **The causes of a significant event** are the things that make the event happen and directly lead up to the event. **The consequences of a significant event** happen after the event and can be **short-term**, such as people being killed in a battle, or **long-term**, such as the change in language and society after an invasion. **Chronology** **Yr 3/4** Know how to identify some ways in which historians divide time (BC/AD) Know how to describe ways of life that are typically associated with a period. Know how to recognise that some periods of history are many thousands of years ago. **Yr 5/6** Know how to plot significant events on a timeline including antecedents. Know how to create timelines that compare and contrast the period studied with other cultures at similar times. **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 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.

	Know 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. 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 interpret primary evidence and give judgements. Begin to justify those judgements against scrutiny. Know how to make reasoned judgements on ancient artefacts and compare to modern understandings by published historians. Know how to evaluate a range of primary and secondary sources in order to construct a mostly independent historical argument. Know why some findings are of greater significance than others. Know why artefacts may be misleading. Know how to formally critique the validity of primary and secondary sources. **Interpretations of History** **Yr 3/4** Know how to explain 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 synthesise multiple sources to surmise likely reasons for a decline in civilisation. Know how to use resources to explain why something may or may not exist.

	Know how to make a reasoned judgement on whether a historically significant event is fact or fiction. Know how to justify the reasons for and against nations seeking empires. **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. **Cause and Consequence** **Yr 3/4/5/6** Know how to describe the likely impact that seasons had on the location of populations. **Similarities and Differences** **Yr 3/4/5/6** Know how to compare and contrast life in ancient and modern Greece – e.g. Olympic Games, Tourism. **Significance** **Y4 3/4/5/6** Know how to understand how places can be of significance to a local area whereas some are significant on a global scale. Know why a taught historical period is considered significant

	Know that the 2012 Summer Olympics, formally the Games of the Olympiad and commonly known as London 2012, was an international multi-sport event that was held from 27 July to 12 August 2012 in London, United Kingdom. Know that on 4 August 2012, 'Super Saturday' saw British trio Jessica Ennis-Hill, Greg Rutherford and Mo Farah all strike gold within just 44 minutes of each other. Watch extract of Super Saturday and learn about the aspirations of British athletes. Discuss the causes of a significant event are the things that make the event happen and directly lead up to the event. Explore the consequences of a significant event which happened after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.
Geography	**Maps, globes and digital mapping tools** can help to locate and describe significant geographical features. **Mount Olympus** is the mythical home of the gods in Greek mythology. Know how to analyse maps, atlases and globes, including digital mapping, to locate countries in particular Greece and describe features studied. **Locational Knowledge** **Yr 3/4** Know how to locate the Mediterranean and explain why it is a popular holiday destination. Know the names of a number of countries in the Northern Hemisphere. Know the countries that make up the European Union (and the fact that Britain is not part of it). Know how to describe and explain how the climate of a country is linked to the distribution of natural resources and tourism. **Yr 5/6** Know the capital cities of Europe and major cities from around the world. **Place Knowledge** **Yr 3/4/5/6**

	Know topic related vocabulary – sea, tourism, transport, industry, location Know how to use correct geographical words to describe a place and the things that happen there. Know how to identify changes in the local and global environment. Know how to locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles. **Human Geography** **Yr 3/4** Know how to identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resorts etc. Know how to describe and compare different human geography features of a place offering explanations for the locations for some of these features. Know how people both damage and improve the environment. 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 people try to sustain environments. Know how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there. 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 how to give an extended description of the human features of different places around the world.

	Physical Features **Yr 3/4/5/6** Know how to describe different physical features of a place. Know how to make comparisons between different locations. Know that Mount Olympus is the mythical home of the gods in Greek mythology. Know how to use technical and geological vocabulary to describe physical processes.a Know how volcanoes are created. Know how earthquakes are created. Know how to describe how some places are similar and others are different in relation to their physical features. **Skills, Map Work and Field Work** **Yr 3/4** Know how to use 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. Know how to use maps and atlases appropriately by using contents and indexes. Know how to suggest where in the world an aerial photo or satellite image shows – explaining with 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.

	Yr 5/6 Know how to compare historical maps of varying scales. Know how to use geographical questions – what is this landscape like? how has it changed? what made it change? how is it changing? Know how to identify and explain different views of people including themselves. Know how to plan a journey to another part of the world taking account of distance and time. Know how to use maps, aerial photos, plans and webs resources to describe what a locality might be like. Locate information with speed and accuracy, use key to make deductions about landscape / industry / features etc. Locate Greece on a globe or map, identifying the continent on which it lies and its surrounding countries. Look at pictures and photographs of the Greek landscape, making judgements about physical aspects of its geography including weather, terrain and settlements. Plot the journey made by Icarus and Daedalus from the island of Crete to Sicily. Investigate maps of ancient Greece, noting how the country was once divided into a collection of smaller city-states. Make a simple sketch map to show the states of ancient Greece, including important geographical features, such as islands, seas and mountains. Compare with finding the United Kingdom on maps too and see how close the 2 countries are – compare with the UK and our local area.
Science	**There are four different types of teeth**: incisors, canines, premolars and molars. Incisors are used for cutting. **Canines** are used for tearing. **Premolars and molars** are used for grinding and chewing. **Carnivores, herbivores and omnivores have characteristic types of tooth**. **Herbivores** have many large molars for grinding plant material. **Carnivores** have large canines for killing and tearing meat. **The role of the circulatory system** is to transport oxygen, water and nutrients around the body. They are transported in blood and delivered to where they are needed. **Animals Including Humans**

	Yr 3/4 Know that animals need to eat in order to get the nutrients they need. Know that food contains a range of different nutrients such as carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water and fibre that are needed by the body to stay healthy. Know that a piece of food will often provide a range of nutrients. Know that we need to eat the right types of food to give us the correct amount of nutrients. Know that humans, and some animals, have skeletons and muscles, which help them move and provide protection and support. Know that names of some bones such as skull, ribs and spine. Know that the skull and ribs provide protection and that the spine provides movement. Know how muscles and joints help us to move. Know that food enters the body through the mouth. Know that digestion starts when the teeth start to break the food down. Know that saliva is added and that the tongue rolls the food into a ball. Know that in the stomach food is broken down further by being churned around and that other chemicals are added. Know that food passes into the small intestine and that nutrients are removed from the food and leave the digestive system to be used elsewhere in the body. Know that the rest of the food then passes into the large intenstine and that the water is removed to be used elsewhere in the body. Know that what is left is then stored in the rectum until it leaves the body through the anus when you to go the toilet. Know why humans have four types of teeth.

	Know that the incisors are for cutting, the canines are for tearing and the molar and premolars are used for grinding (chewing). Know what these different types of teeth look like and talk about their shape. **Yr 5/6** Know that when babies are young, they grow rapidly and that they are very dependent on their parents. Know how a baby changes physically as it grows and in what it is able to do. Know that as they develop they learn many skills. Know that at puberty, a child's body changes and develops primary and secondary sexual characteristics and that this enables adults to reproduce (NB this needs to be taught alongside PSHE). Know that the heart pumps blood in blood vessels around to the lungs. Know that oxygen goes into the blood and carbon dioxide is removed. Know that the blood goes back to the heart and is then pumped around the body. Know that nutrients, water and oxygen are transported in the blood to the muscles and other parts of the body where they are needed. Know that carbon dioxide is carried by the blood back to the heart and that the cycle starts again as it is transported back to the lungs to be removed from the body. Know that this is called the human circulatory system. Know that diet, exercise, drugs, lifestyle have an impact on the way our bodies function. Know that these factors can affect how well our heart and lungs work, how likely we are to suffer from conditions such as diabetes, how clearly we think and how generally fit and well we feel. Know that some conditions are caused by definiciencies in our diet e.g. lack of vitamins.

	Knowledge of Working Scientifically **Yr 3/4** Know how to take accurate measurements using standard units where not all the numbers are marked on the scale. Take repeated readings where necessary. Know how to prepare own tables and record data. Know how to present data in bar charts. Know how to refer directly to their evidence when answering their question. Know how to use results from an investigation to make a prediction about a further result. Know how to draw simple conclusions when appropriate for patterns. **Yr 5/6** Know how to explore ideas and ask own questions about scientific phenomena. Know how to begin to plan different types of scientific enquiry to answer questions. Know how to choose suitable sources and begin to separate opinion from fact. Know how to recognise which secondary sources will be most useful to research their ideas. Know how to choose an appropriate form of presentation including scatter graphs. Know how to be able to answer their questions using scientific evidence gained from a range of sources. Know how to separate opinion from fact in conclusions. Know how to be able to talk about their degree of trust in the sources used. Know how to identify scientific evidence that has been used to support or refute ideas or arguments.

	Consider the importance of exercise and healthy eating on our body, how it functions and how these help our fitness levels. In P.E discuss which muscles are being used and the importance of exercise in keeping the muscles healthy and calcium (milk) in the diet for strong bones. Compare and contrast the diets of different animals, including humans. How can we make sure we are having a healthy, balanced diet? Each child to self-assess and choose one way to improve their diet. i.e. to eat more fruit. Invite Norse South West in to discuss how lunches are created for school and how they ensure a balanced menu. **Earth and Space** **The Solar System** is made up of the Sun and everything that orbits around it. There are eight planets in our Solar System: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Earth orbits around the Sun and a year (365 days) is the length of time it takes for Earth to complete a full orbit. **The Sun, Earth, Moon and the planets in our solar system** are roughly spherical. All planets are spherical because their mass is so large that they have their own force of gravity. This force of gravity pulls all of a planet's material towards its centre, which compresses it into the most compact shape – a sphere. **As Earth orbits the Sun**, it also spins on its axis. It takes Earth a day (24 hours) to complete a full spin. During the day, the Sun appears to move through the sky. However, this is due to the Earth rotating and not the Sun moving. Earth rotates to the east or, if viewed from above the North Pole, it rotates anti-clockwise, which means the Sun rises in the east and sets in the west. As Earth rotates, different parts of it face the Sun, which brings what we call daytime. The part facing away is in shadow, which is night time. **The Moon orbits Earth,** completing a full orbit every month (28 days). **Gravity** is a force of attraction. Anything with a mass can exert a gravitational pull on another object. The Earth's large mass exerts a gravitational pull on all objects on Earth, making dropped objects fall to the ground. **Y3/4/5/6** Know that the sun is a star and that it is the centre of our solar system. Know that there are 8 planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Pluto). Know that these planets travel around the sun in fixed orbit.

	Know that the Earth takes 365 ¼ days to complete the orbit around the sun. Know that the Earth rotates (spins) on its axis every 24 hours. Know that as Earth rotates half faces the Sun (day) and half is facing away from the Sun (night). Know that as the Earth rotates, the Sun appears to move across the sky. Know that the Moon orbits the Earth and that it takes about 28 days to complete its orbit. Know that the Sun, Earth and Moon are approximately spherical. **Knowledge of Working Scientifically (Earth and Space)** **Yr 3/4/5/6** Know how to choose suitable sources and begin to separate opinion from fact. Know how to begin to recognise which secondary sources will be most useful to research their ideas. Know how to prepare own tables to record data, including columns for taking repeat readings. Know how to be able to answer their questions using scientific evidence gained from a range of sources. Know how to separate opinion from fact in conclusions. Know how to be able to talk about their degree of trust in the sources they used.
Art and design	**Malleable materials,** such as clay, papier mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. **Use of Sketchbook** **Yr ¾**

	Know how to use sketchbooks to express likes and dislikes about a subject. Know how to use sketchbooks to record initial ideas and observations. Know how to use a sketchbook to show knowledge and art history they have learnt. Know how to write notes about the purpose of their work. Know how to use their sketchbook to adapt and improve their original idea. **Yr 5/6** Know how to use their sketchbook to show how ideas have developed and improved. Know how to use annotation to show what further changes they would make. Know how to use their sketchbook to show how they have discussed ideas with others. Know how to use their sketchbook to show knowledge and art history they have learnt. Know how to make explicit reference to methods and skills used in artwork they have created or artwork of others. **Painting** **Yr 3/4** Know about brush types and choose the correct size and style depending on the task. Know how to mix colours with accuracy. Know where the colours are on the colour wheel. Know how to use artists' work as a starting point and create work in the style of artist. Know how to mix and match colour for purposes.

	Yr 5/6 Know why they have chosen specific painting techniques. **3D Art** **Yr 3/4/5/6** Know how to form clay slabs using techniques taught. Know that you can join two pieces of clay together with slip. Know how to use slab, pinch or coil techniques. Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. **Colour** **Yr 3/4/5/6** Know how to mix colours using natural pigments. **Form** **Yr 3/4/5/6** Know how to describe 3D form in a range of materials. Know how to begin to describe and model form in 3D using a range of materials. Know how to analyse how artists use and apply form in their work. **Pattern** **Yr 3/4/5/6**

	Know how to create their own patterns through craft methods. Know how to construct patterns using various methods to develop their understanding. Know about artists of a time period and identify significant characteristics of the same style of artwork, structures and products through time. Look at images of Greek plates, pots and patterns. Make sketches of scenes and patterns seen, and consider if any of the images and patterns relate to the myths and legends covered during the project. Create a clay pot/chario using the coil technique. Design a scene and pattern to paint on the finished vase or chariot and mix the appropriate colours carefully. Consider how Ancient Greeks would have made their paint colours.
Music	Different instruments can be used to layer sounds to create original compositions so that music can describe and depict contrasting moods and emotions. (For example some athletes listen to music to calm or motivate depending on before or after an event.) **Listen and Appraise** **Yr 3/4/5/6** Know how to talk about a piece of music. Know how to talk about musical dimensions and where they are used in their piece of music e.g. texture, dynamics, tempo, rhythm and pitch) Know the names of some of the instruments in the piece of music. Know how to take it in turns to discuss how the piece of music makes them feel. Know how to listen carefully and respectfully to other people's thoughts about the music. Know the historical context of the music. What else was going on at this time musically and historically. **Dimensions of Music** **Yr 3/4/5/6**

	Know how to find and demonstrate pulse. Know the difference between pulse and rhythm (Yr 5/6 pitch, tempo, dynamics, texture and structure). Know how pulse, rhythm and pitch work together to create piece of music. Know that every piece of music has a pulse/steady beat. Know how to find the pulse. Know the difference between pulse and rhythm. Know how to create musical ideas for the group to copy or respond to. **Composition** **Yr 3/4/5/6** Know that a composition is music that is created by you and kept in some way – like writing a story. Know that a composition can be played or performed again to friends. Know that there are different ways of recording compositions – letter names, symbols, audio (Yr 5/6 – notation). Know how to create one simple melody using one, three or five different notes. Know how to plan and create a section of music that can be performed within the context of the topic. Know how a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure (Yr 5/6). Know how to talk about how it was created. Know how to listen and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.

	Know how to record the compositions in any way appropriate that recognises the connection between sound and symbol e.g. graphic/pictorial notation. Listen to a piece of music, create, practise, refine and perform an original composition. Perhaps consider the music from Chariots of Fire (Vangelis – Greek Musician) and create their own compositions to accompany an Olympic event.)
Computing	Text, images, animation, audio and video clips can be combined using tools within a piece of software or by using a range of software. For example, an image could be inserted into a word processing document or a video could be inserted into a presentation. Several pieces of software can be used together to complete one task, such as adding a video to a word processed document. **Technology In Our Lives** **Yr 3/4** Know how to use search tools to find and use an appropriate website. Know that the World Wide Web is a part of the internet that contains websites. Know how to save and retrieve work on Google Classroom or a Chromebook. Know how to scan a QR code to retrieve information. Know how to create a QR code to link to information and resources. Text, images, animation, audio and video clips can be combined using tools within a piece of software or by using a range of software. For example, an image could be inserted into a word processing document or a video could be inserted into a presentation. Know that information on line may not always be reliable. 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 how to explain the difference between the internet and the World Wide Web and how they are linked. Know how information online may not always be reliable. Know which resources on the internet I can download and use. Know how information is transported on the internet. Know the internet services that are needed to use for different purposes. Know how to check the reliability of a website. Know about copyright and how to acknowledge the sources of information that are found online. **Multimedia** **Yr 3/4** Know several pieces of software can be used together to complete one task, such as adding a video to a word-processed document. 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 use Google Classrooms to share work with others in the class. 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 effectiveness of own work and the work of others. Use the internet to research about an element of the Greeks topic. Use PowerPoint/Google Slides presentation to reflect on their learning throughout the project. Create a presentation to share with others the part of the project that most interested or fascinated them, then share this with an invited audience. Computing success criteria to include the following, are the effects and font size consistent throughout the presentation, consider headings, colour and layout. Has audio or visual been included? Was the symmetry tool used to create any patterns, photos or images sized and pasted correctly?
Design and Technology	**Puppetry** was practised in Ancient Greece and the oldest written records of puppetry can be found in the works of Herodotus and Xenophon, dating from the 5th century BC. Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost. (Specific properties to focus on are hardness, toughness, strength, toughness, plasticity and elasticity. **Design** **Yr 3/4** 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 think ahead about the order of their work and decide upon tools and materials.

	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. **Yr 5/6** Know how to independently draw on a range of sources to help formulate design ideas. 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 drawings to formulate design ideas. Know how to devise step by step plans which can be read and followed by someone else. **Make** **Yr 3/4** Know how to select from a range of tools and materials for cutting, shaping, joining and finishing. Know how to use tools with increasing accuracy. 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 cut internal shapes with growing precision and understand that it will impact on the quality of the finish. **Yr 5/6**

	Know how to use researched information to inform decisions. Know how to produce detailed lists of components /materials / tools. Know how to cut accurately to a marked line, independently marked out. Know how to use appropriate finishing techniques for the project. Know how to refine their product – review and rework/improve. **Evaluate** **Yr 3/4** Know how to draw/sketch products to help analyse and understand how products are made. Know which design idea to develop. Know how to consider and explain how the finished products could be improved. Know how to investigate key events and individuals in Design and Technology. (Puppetry in Ancient Greece) Know how to research the needs of the user. Know how to identify the strengths and weaknesses of their design ideas in relation to purpose/user. Know how to offer constructive advice to peers and accept constructive advice in return. **Yr 5/6** Know how to consider user and purpose and return to it periodically. 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 could be improved related to the design criteria. Know how well the finished product meets the design criteria of the user. Know how to research and evaluate existing products. Know how to seek product testers in order to improve product during manufacture. Know how to present evaluations pictorially and in writing. **Textiles** **Yr 3/4** Know how to develop vocabulary for tools, materials and their properties. Know how to understand seam allowance. Know how to join fabrics using running stitch, over sewing. Know how to prototype a product using J Cloths. Know how to explore strengthening and stiffening of fabrics. Know how to explore fastenings and recreate some. Know how to sew on buttons. Know how to use appropriate decoration techniques. **Yr 5/6** Know how to understand pattern layout. Know how to decorate textiles appropriately (often before joining components).

	Know how to pin and tack fabric pieces together. Know how to join fabrics using over sewing, back stitch, blanket stitch or machine stitching (close supervision). Know how to combine fabrics to create more useful properties. Know how to make quality products. **Main Task (Compulsory)** – Design fabric finger puppets of characters from a Greek Myth to enable a short puppet performance. **Additional Ideas** - Imagine that they are Daedalus, the master craftsman. Invent a pair of wings for Icarus with additional materials that would withstand the Sun's heat. Experiment with design options. Identify which materials they will use to make their designs and construct the finished wings using a variety of techniques. Use their modelling and making skills to create a crown, shield or sword fit for a god or goddess. Use a range of modelling materials including card, foils, gems, gold, silver paper and wire. Children to collectively agree and adhere to DT success criteria which should include the following; Does the product match their planned measurements? Were they able to combine more than one material together by sewing, gluing, stapling? Is the product fit for purpose e.g. does the crown fit? Does the shield block out unwanted items?