



**Clifton Green Primary School Years 1 - 6 Summer 1 Whole School Medium Term Curriculum Plan 2017/2018**

**Summer 1 LOWER PHASE TOPIC:**

**Summer 1 UPPER PHASE TOPIC:**

Learning Challenges	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History and Geography	What are the differences between England and a rainforest?	How can we help Nemo and Dory get home?	Why did workhouse children ask for more?	Why were the Romans so powerful and what did we learn from them?	Why is Brazil always in the news?	Will you ever see the water you drink again? (Watertower)
Science	Why are humans not like tigers?	What animal homes can we find along the way?	How did the blossom become an apple?	How would we cope without electricity?	Do all animals start life as an egg?	
Geography History	<p><b>KPI'S</b></p> <p>I can point out where the Equator, North and South Pole are on a map. I can use simple compass directions N, S, E, W I can describe changes in living memory.</p>	<p><b>KPI'S</b></p> <p>Can they say what they like and don't like about their locality and another locality like the seaside? Can they describe a place outside Europe using geographical words? Can they name the continents of the world and find them in an atlas? Can they name the world's oceans and find them in an atlas?</p>	<p><b>No Geography links</b></p> <p><b>KPI'S</b></p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened I can use my mathematical knowledge to work out how long ago events happened I can research in order to find similarities and differences between two or more periods of history Compare stone age egyptians and Victorians I can suggest why certain events happened as they did in history?</p>	<p><b>No Geography links</b></p> <p><b>KPI'S</b></p> <p>I can plot events on a timeline using centuries I can use my mathematical skills to round up time differences into centuries and decades I can explain how the lives of wealthy people were different from the lives of poorer people I can explain how historic items and artefacts can be used to help build up a picture of life in the past I can research what it was like for children in a given period of history and present my findings to an audience</p>	<p><b>KPI'S</b></p> <p>Can they plan a journey to a place in another part of the world, taking account of distance and time? Journey to the river sea england to the amazon Can they explain why many cities of the world are situated by rivers? Can they explain why people are attracted to live by rivers? Can they explain how a location fits into its wider geographical location; reference to human and economical features? Can they name and locate many of the worlds major rivers on maps? Can they name and locate many of the worlds most famous mountain regions on maps? Challenging: Can they work out an accurate itinerary detailing a journey to another part of the world? BOTH JOURNEY GEOG KPIS Link to sum 1 and spring 1</p>	<p><b>KPI'S</b></p> <p>Can they name and locate the main canals that link different continents?</p>
Science	<p><b>ANIMALS INCLUDING HUMANS 2</b></p> <p>Why are humans not like tigers?</p> <p><b>STARTER QUESTIONS AND ACTIVITIES:</b></p> <p>Read the Tiger Who Came to Tea as intro to the unit.</p> <p>Use observations to compare and contrast animals at first hand or through videos and photographs. Describe how they identify and group them – how are they similar? How are they different? Group animals according to what they eat. Sort creatures by their “coverings” – scales, fur etc.. Identify and name body parts that can be seen – Y1 appropriate.</p> <p>Complete unit and revise from Autumn 1 <b>KPIs</b></p>	<p><b>ANIMALS INCLUDING HUMANS</b></p> <p>What animal homes can we find along the way?</p> <p><b>STARTER QUESTIONS AND ACTIVITIES:</b></p> <p>Discuss pets children may have at home – what do they all need to survive? Food, shelter, water, air, exercise etc Link this with the needs of humans. Create a poster/leaflet to explain basic needs of humans/animals. Research different animals and find out how they grow e.g. egg, chick, chicken. Draw simple life cycles of animals. Study habitats in the school locality – which animals could live there and why?</p> <p>(Living things and their habitats) <b>KPIs</b></p>	<p><b>PLANTS</b></p> <p>How did the blossom become an apple?</p> <p><b>STARTER QUESTIONS AND ACTIVITIES:</b></p> <p>Observe a selection of plants – revise basic plant parts. Research what each part does. Experiment with different plants – set up an investigation into the effects of light, water, nutrients etc on a plant. Make predictions. Record findings through written report, labelled diagrams and tables. Investigation – set up a carnation (with split stem) or celery in coloured water –observe how the water is transported around the plant. Identify and label the parts of a flowering plant linked with</p>	<p><b>ELECTRICITY</b></p> <p>How would we cope without electricity?</p> <p><b>STARTER QUESTIONS AND ACTIVITIES:</b></p> <p>List all the items in our daily lives that need electricity. Experiment with the wires, batteries and componets to make a simple series circuit. Investigate whether different circuits are complete or not. Make predictions and explain findings through written reports and labelled diagrams. Make a switch to use in a circuit– be aware that a switch opens and coses a circuit. With help, set up an investigation into conductors and insulators. Think of a question to answer. Make predictions, control variables</p>	<p><b>LIVING THINGS AND THEIR HABITATS</b></p> <p>Do all animals start life as an egg?</p> <p><b>STARTER QUESTIONS AND ACTIVITIES:</b></p> <p>Show a large egg. What could have hatched out of this egg? Discuss that not all animals hatch from eggs. Research 2 different chosen animals (e.g.bird v amphibian) – draw and label the life cycle of these animals identifying differences. Draw and label the life cycle of a human in simple terms. Investigate life spans of different animals - answer questions from given data . Research life cycles of different plants. Present findings in different ways – diagrams, Googleslides, poster.</p>	<p><b>ANIMALS INCLUDING HUMANS 2 (Complete topic)</b></p> <p>What would a journey through your body look like?</p> <p>Use the “body”models- identify the major organs in the human body. Take our pulses at rest – what is a pulse? Label a diagram to show the main parts of the heart. Identify and label the lungs. Report writing – write a report to explain the function of the heart, blood vessels and blood. Investigation – carry out a full inestigation on how exercise affects us. Chn to create own questions to answer – predict, carry out, record results and draw conclusions.</p>

<p>Point out some of the differences between different animals. Classify common animals. (birds, fish, amphibians, reptiles, mammals, invertebrates) Name the parts of the human body that I can see. Identify the main parts of the human body and link them to my senses. Name the parts of an animal's body. I can name a range of domestic animals. Classify animals by what they eat (carnivore, herbivore, omnivore). Describe and compare the bodies of different animals (eg, scales, fur and skin – in fish, amphibians, reptiles, birds and mammals, including pets). <b>Working scientifically:</b> Talk about what I see, touch, smell, hear or taste. Use simple equipment to help me make observations. Put some information in a chart or table. Identify and classify things I observe. Think of some questions to ask. Answer some scientific questions. Give a simple reason for my answers. Explain what I have found out.</p> <p><b>Resources/Web links:</b></p> <p><a href="http://www.coreknowledge.org.uk/resources/Science%20Resource%20Pack-%20Year%201-%20Animals.pdf">http://www.coreknowledge.org.uk/resources/Science%20Resource%20Pack-%20Year%201-%20Animals.pdf</a></p> <p><a href="https://www.tes.com/teaching-resource/animals-including-humans-year-1-11681775">https://www.tes.com/teaching-resource/animals-including-humans-year-1-11681775</a></p> <p><a href="https://www.hamilton-trust.org.uk/browse/science/y1/year-1-autumn-1-animals-including-humans-ourselves/116161">https://www.hamilton-trust.org.uk/browse/science/y1/year-1-autumn-1-animals-including-humans-ourselves/116161</a></p> <p><a href="https://www.bbc.co.uk/education/topics/z6882hv">https://www.bbc.co.uk/education/topics/z6882hv</a></p>	<p>Describe what animals need to survive. Explain that animals (including humans) grow and reproduce. Describe the life cycle of some living things. (e.g. egg, chick, chicken) Explain the basic needs of animals, including humans (water, food and air). Describe why exercise, a balanced diet and hygiene is important for humans. Collect weather data about a local habitat and use it to explain the plants and animals they will find there. <b>Explain how animals get their food and draw a simple food chain (and identify and name different sources of food).</b> <b>Working Scientifically:</b> Make observations and ask questions. Ask simple scientific questions Use simple data to answer questions.</p> <p><b>Resources/Web links:</b></p> <p><a href="https://www.hamilton-trust.org.uk/browse/science/y2/year-2-autumn-1-animals-including-humans-healthy-animals/116182">https://www.hamilton-trust.org.uk/browse/science/y2/year-2-autumn-1-animals-including-humans-healthy-animals/116182</a></p> <p><a href="http://www.bbc.co.uk/guides/ztckqt">http://www.bbc.co.uk/guides/ztckqt</a></p>	<p>pollination. Use the Velcro and felt model.</p> <p><b>KPIs</b> Describe the function of different parts of flowering plants and trees (roots, stem/trunk, leaves and flowers). Explore and describe the needs of different plants for survival: air, light, water, nutrients, and room to grow, and how they vary from plant to plant. Explore and describe how water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed dispersal and seed formation. <b>Working Scientifically:</b> Record my observations in different ways (labelled diagrams, charts etc.). Describe what I have found using scientific words.</p> <p><b>Resources/Web links:</b></p> <p><a href="https://www.hamilton-trust.org.uk/browse/science/y3/year-3-summer-1-plants-roots-and-shoots/117240">https://www.hamilton-trust.org.uk/browse/science/y3/year-3-summer-1-plants-roots-and-shoots/117240</a></p> <p><a href="https://www.stem.org.uk/resources/community/collection/12535/year-3-plants">https://www.stem.org.uk/resources/community/collection/12535/year-3-plants</a></p> <p><a href="http://www.bbc.co.uk/bitesize/ks2/science/living_things/plants/read/1/">http://www.bbc.co.uk/bitesize/ks2/science/living_things/plants/read/1/</a></p> <p><a href="https://www.bbc.co.uk/education/topics/zy66fg8/videos/1">https://www.bbc.co.uk/education/topics/zy66fg8/videos/1</a></p>	<p>and draw conclusions about metals being good conductors.</p> <p><b>KPIs</b> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Construct a circuit with a switch. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and link this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. <b>Working Scientifically:</b> Set up a simple fair test to make comparisons. Plan a fair test and isolate variables and explain why it was fair and explain which variables have been isolated. Suggest improvements and predictions. Decide which information needs to be collected and decide which the best way for collecting it is. Use my findings to draw a simple conclusion.</p> <p><b>Resources/Web links:</b></p> <p><a href="https://www.hamilton-trust.org.uk/browse/science/y4/year-4-autumn-1-electricity-its-electric/116292">https://www.hamilton-trust.org.uk/browse/science/y4/year-4-autumn-1-electricity-its-electric/116292</a></p> <p><a href="https://www.stem.org.uk/resources/community/collection/12388/year-4-electricity">https://www.stem.org.uk/resources/community/collection/12388/year-4-electricity</a></p> <p><a href="https://www.bbc.co.uk/education/topics/zj44jxs">https://www.bbc.co.uk/education/topics/zj44jxs</a></p>	<p>Research and create a report on a well-known naturalist e.g. David Attenborough.</p> <p><b>KPIs</b> Describe and compare the life cycles of a range of animals, including humans, amphibians, insects and birds. Describe the differences between different life cycles. Describe the process of reproduction in plants. Describe the process of reproduction in animals.</p> <p>Create a timeline to indicate stages of growth in humans. (Living Things – link with nurse and puberty talk.) <b>Working Scientifically:</b> Explore the work of well known naturalists. (David Attenborough and Jane Goodall) Report findings from investigations through written explanations and conclusions. Use a graph to answer scientific questions.</p> <p>School nurse – Puberty and Relationships/PSHCE sessions. Plan for Summer Term 2</p> <p><b>Resources/Web links:</b></p> <p><a href="https://www.hamilton-trust.org.uk/browse/science/y5/year-5-summer-1-living-things-and-their-habitats-the-art-of-living/117321">https://www.hamilton-trust.org.uk/browse/science/y5/year-5-summer-1-living-things-and-their-habitats-the-art-of-living/117321</a></p> <p><a href="https://www.stem.org.uk/resources/community/collection/12775/year-5-living-things-and-their-habitats">https://www.stem.org.uk/resources/community/collection/12775/year-5-living-things-and-their-habitats</a></p> <p><a href="https://www.bbc.co.uk/education/clips/zwrn2p3">https://www.bbc.co.uk/education/clips/zwrn2p3</a></p>	<p><b>STARTER QUESTIONS AND ACTIVITIES:</b></p> <p><b>KPIs</b> Name the major organs in the human body. Identify and name the main parts of the human circulatory system. Describe the function of the heart, blood vessels and blood. <b>Working Scientifically:</b> Make a prediction with reasons. Use test results to make further predictions and set up further comparative tests. Present a report of my findings through writing, display and presentation. Record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs. Report findings from investigations through written explanations and conclusions. Use a graph to answer scientific questions.</p> <p>School nurse – Puberty and Relationships/PSHCE sessions. Plan for Summer Term 2</p> <p><b>Resources/Web links:</b></p> <p><a href="https://www.hamilton-trust.org.uk/browse/science/y6/year-6-summer-1-animals-including-humans-the-art-of-being-human/117117">https://www.hamilton-trust.org.uk/browse/science/y6/year-6-summer-1-animals-including-humans-the-art-of-being-human/117117</a></p> <p><a href="https://www.stem.org.uk/resources/community/collection/13109/year-6-animals-including-humans">https://www.stem.org.uk/resources/community/collection/13109/year-6-animals-including-humans</a></p> <p><a href="https://www.bbc.co.uk/education/topics/zwdr6yc">https://www.bbc.co.uk/education/topics/zwdr6yc</a></p>
<p>Opportunities for outdoor learning</p>	<p>Minibeast hunt around school grounds.</p>				

<p><b>Identify English</b></p>	<p>What are the differences between England and a rainforest? Why are humans not like tigers? Focus Texts – Leopard’s Drum, The Tiger Who Came to Tea, Dear Zoo</p> <p><u>Write a non chronological reort about tigers</u></p> <p><u>Explain the differences between England and the Rainforest</u></p> <p><u>Write a narrative linked to The Leopard’s Drum</u></p> <p>Geog link – all discreet</p> <p>Dear Zoo Mastery opportunities linked to wider curriculum:</p> <ul style="list-style-type: none"> <li>Read ‘Dear Zoo’ and see ‘Mastery in Reading’ doc</li> <li>Children work in groups to create their own non-fiction book called ‘The Animals We See At The Zoo’</li> <li>Allow children (depending on ability) freedom to research, plan and create how they choose.</li> </ul> <p><b>S &amp; L</b> Join in with imaginative play taking on role of different familiar characters Begin to understand how to change language when speaking to different listeners, e.g. peers and adults</p> <p><b>Writing</b> Communicate meaning through simply structured sentences Write a sequence of single clause sentences to form a short narrative Show evidence of using leading lines in handwriting Use appropriate spacing between words Letters sit correctly on lines Add suffixes to spell some words correctly</p> <p><b>SPaG</b> Use past and present tense with some consistency Use some expanded noun phrases to add detail Use accurate punctuation (full stops, capital letters, some exclamation marks, some question marks) Use the correct spelling of some high frequency and common exception words <u>Use similes</u></p>	<p>How can we help nemo and dory get home? What animals can we find along the way? Focus Texts – Roald Dahl – Fantastic Mr Fox, The Enormous Crocodile</p> <p><u>Write a narrative</u></p> <p><u>Write a character descriptions</u> <u>Write a non chron report about nocturnal animals</u></p> <p><u>Write instructions for trapping a crocodile</u></p> <p>Geog link – all distreet</p> <p>Mastery opportunities linked to wider curriculum:</p> <ul style="list-style-type: none"> <li>Children will create fact files on sharks. Show the extract from the film ‘Finding Nemo’ where the sharks are threatening them.</li> <li>Use the book ‘Snail and the Whale’ by Julia Donaldson to get children to consider whether Nemo and Dory should have gone out to play knowing that there were sharks around.</li> </ul> <p><b>S &amp; L</b> Express themselves using complete sentences when required Take turns when talking in pairs or small groups Offer appropriate comments in paired or small group discussion</p> <p><b>Writing</b> Use the correct formation of lower case and capital letters Write letters of the correct size, orientation and relationship to one another Mostly correctly and consistently use past and present tense</p> <p><b>SPaG</b> Write using different kinds of sentences Use subordination and coordination Use expanded noun phrases to add description and specification Spell many common exception words Use suffixes to spell longer words correctly <u>Use apostrophes for singular possession in nouns</u> <u>Use adverbs and adverbials of time</u></p>	<p>Why did the workhouse children ask for more? How did the blossom become an apple? Focus Texts - The Street Child, Dead Georgeous (Bug Club).</p> <p><u>Write a adventure story narrative based on Street Child</u></p> <p><u>Report comparing Stone Age, Victorian times and Egypt.</u></p> <p><u>His link – Victorian narrative, compare historic times (Egpyt, Stone Age and Victorians)</u></p> <p><b>S &amp; L</b> Vary the amount of detail – dependent on purpose and audience Vary the use and choice of vocabulary – dependent on the purpose and audience Retell a story using narrative language, adding relevant detail</p> <p><b>Writing</b> <u>Start sentences in different ways (adverbs, prepositions, conjunctions, similes)</u> Use of specific nouns and pronouns to avoid repetitions Write legibly with increasing fluency using leading lines Use paragraphs</p> <p><b>SPaG</b> Use of inverted commas to punctuate direct speech Use a range of tenses for effect <u>Use personification, similes and metaphors</u> Use expanded noun phrases for detail and specification Spell some of the commonly misspelt words from the year 3 and 4 word list</p>	<p>Why were the Romans so powerful and what did we learn from them? How would we cope without electricity? Focus Texts –</p> <p><u>Writing project: Persuasive text</u></p> <p><u>Application to be a Dragon tamer and slayer</u></p> <p>History link – Roman link</p> <p>Mastery opportunities linked to wider curriculum:</p> <ul style="list-style-type: none"> <li>Research phoenix in Egyptian/Roman/Greek mythology</li> <li>Look at phoenixes in other stories - Harry Potter, The Phoenix and the Carpet</li> </ul> <p><b>S &amp; L</b> Vary the use and choice of vocabulary dependent on the purpose and audience Vary the amount of details dependent on the purpose and audience</p> <p><b>Writing</b> Generates ideas, drafts, redrafts and edits written work to ensure meaning and impact is clear Write fluently and legibly using leading lines with appropriate spacing Use organisational features where appropriate Write in correctly organised paragraphs</p> <p><b>SPaG</b> Use a range of clause structures, sometimes varying their position within a sentence Use expanded noun phrases Use adverbs and adverbials Use preposition phrases Spell the commonly misspelt words from the year 3 and 4 word list Use commas accurately <u>Use a range of formal and informal language</u></p>	<p>Why is Brazil always in the news? Do all animals start life as an egg? Focus Texts – Cloud tea monkeys, Journey to the River Sea.</p> <p><u>Writing project: Persuasive text</u></p> <p><u>Application to be a Dragon tamer and slayer</u></p> <p>Geog link – Rio tourist guide</p> <p>Mastery opportunities linked to wider curriculum:</p> <ul style="list-style-type: none"> <li>Investigate India and the Himalayas</li> <li>Fair trade tea</li> <li>Child labour - look at children in other countries who work and do not attend school</li> <li>Create slideshow with voice-over on process of tea production</li> </ul> <p><b>S &amp; L</b> Talk and listen confidently in a wide range of contexts including some that are formal Develop ideas and opinions with relevant details</p> <p><b>Writing</b> Write fluently and legibly using leading lines and appropriate spacing Generate ideas, draft, redraft and edit written work to ensure the meaning and impact on reader is clear Use of presentational devices where appropriate Vary the position of clause structures using fronted adverbials and embedded clauses Use correctly organised paragraphs</p> <p><b>SPaG</b> Use expanded noun phrases and prepositional phrases to add detail Use of adverbials to build cohesion Use a range of conjunctions Use brackets, dashes and commas to indicate parenthesis Spell words with additional prefixes and suffixes</p>	<p>Will you ever see the water you drink again? What would a journey through your body look like? Focus Texts – The Watertower Holes, Other horror stories - e.g. Clockwork by Philip Pullman, The Graveyard Book by Neil Gaiman</p> <p>History – summarise how Britain has had a major influence on the world</p> <p>Mastery opportunities linked to wider curriculum:</p> <ul style="list-style-type: none"> <li>Research the use of watertowers and other ways of accessing and/or storing water</li> <li>Materials and their properties - looking at properties of metals and the reasons for the formation of rust</li> <li>Make short film sequence using different camera angles to create suspense</li> <li>Make a book trailer for another horror story</li> </ul>
<p><b>Maths</b></p>	<p>Separate plan and resources</p>	<p>Separate plan and resources</p>	<p>Separate plan and resources</p>	<p>Separate plan and resources</p>	<p>Separate plan and resources</p>	<p>Separate plan and resources</p>

<p style="text-align: center;"><b>Computing</b></p>	<p><a href="#">Link to Topic</a> Use hyperdoc to research rainforests.</p> <p>Children create a slide to show the differences between England and a rainforest.</p> <p><a href="#">Link to Science</a> Children create fact file about tigers.</p> <p>Children answer quiz on Google Forms and as a class, look at results.</p> <p><a href="#">Technology in our Lives</a> I can tell you about technology that is used at home and in school. I can operate simple equipment. I can use a safe part of the Internet to play and learn. <a href="#">Multimedia</a> I can be creative with different technology tools including those with pre-defined layouts and templates.</p>	<p>Session 1 Improving typing speeds. Typing games. Paragraph write up.</p> <p>Session 2 Using Google docs through Google classroom. Understanding the basics of changing font, colour, layout, editing. Insetting photos.</p> <p>Session 3 Continue work on Google doc from last week. Look at how to share and comment.</p> <p>Session 4 Using Google classroom and Gdoc skills – start work on Google slide to present ideas on....(TBC – see FS or ET).</p> <p>Session 5 Continue work on Google slides. Recapping skills learned previous weeks. Start presenting their ideas. (Possibly to other class)</p> <p>Session 6. Code.org.</p>	<p><a href="#">Link to Topic</a> Children complete Hyperdoc about Victorians and the workhouse.</p> <p>In groups, children create and present a the typical day in a workhouse.</p> <p><a href="#">Link to English</a> Using Google Docs, children write a letter to their friends aboutg their experiences in the workhouse.</p> <p><a href="#">Link to Science</a> Children create stop animation on Purple Mash.</p> <p>Children find and edit photos to create a life cycle of a flowering plant.</p> <p><a href="#">Technology in our Lives</a> I can use search tools to find and use an appropriate website. I think about whether I can use images that I find online in my own work. <a href="#">Multimedia</a> I can use photos, video and sound to create an atmosphere when presenting to different audiences. I can use paint packages and photo manipulation software to create and change images using features of the package including filters and effects.</p>	<p>Session 1 Improving typing speeds. Typing games. Paragraph write up.</p> <p>Session 2-6 Developing Y4’s use of the Google Classroom.</p> <p>Session 2 Create a profile pro-forma in sheets as a class. Show how that document can be shared with the class. Children to fill in profile and then begin to share with each other.</p> <p>Session 3 Children to create their own questionnaire, gathering data in the process. At the end of the lesson they share their findings. Can they create a graph to show findings.</p> <p>Session 4 and 5 Use google forms to create a quiz based on topic (see DB).</p> <p>Session 6 Code.org</p>	<p><a href="#">Link to Topic</a> Children use Hyperdoc to research Brazil.</p> <p>Using the information they have found on the Hyperdoc, in pairs, children choose one answer to the question ‘Why is Brazil always in the News?’. They create a slide and present their findings.</p> <p><a href="#">Link to Science</a> Complete whole class KWL grid.</p> <p>In groups, children start to answer ‘Do all animals start life as an egg?’ they then disprove or prove their findings.</p> <p><a href="#">Multimedia</a> I can use a variety of image manipulation packages including object-based packages/ photo manipulation packages/paint packages to create and alter images. I can work as part of a group to plan, create and deliver a multimedia presentation to an audience <a href="#">Technology in our Lives</a> I can recognise and evaluate different types of information I find on the World Wide Web. I can describe the different parts of a webpage and discuss how it is organised.</p>	<p><a href="#">Link to Science</a> Children storyboard and shoot a short video about what a journey through the body would look like.</p> <p><a href="#">Link to Topic</a> Children research the question ‘are we drinking dinosaur wee?’</p> <p>Using the knowledge that the level of water in the world doesn’t change, children work in groups to present ways in which to save water.</p> <p><a href="#">Technology in our Lives</a> I can check for bias, reliability and plausibility of information on a website. I can tell you about copyright and acknowledge the sources of information that I find online. <a href="#">Multimedia</a> I can storyboard and shoot a short video for a specific purpose. I can use visual media from different sources (stills, video, graphics, animation) to enhance a presentation or communicate an idea.</p>
<p style="text-align: center;"><b>Art and DT</b></p>	<p><b>In Green Art Skills book each week.</b> <b>Week 1 Skills Class Teacher:</b> I can make simple plans before making my product I can think of some ideas of my own Plan a moving animal. <b>Week 2 Skills Class Teacher</b> I can talk with others about how I want to construct my model. Plan a movig animal, discuss about how they want it to move and why. <b>Week 3 Skills Class Teacher:</b> I can select appropriate resources and tools for my product. Choose the resources that are needed to make the animal move. <b>Week 4 Skills Class Teacher:</b> : I can select appropriate resources and tools for my product</p>	<p><b>In Green Art Skills book each week.</b> <b>Week 1 Skills Class Teacher:</b> I can discuss primary and secondary colours. Look at primary colours/make a colour wheel. <b>Week 2 Skills Class Teacher:</b> I can mix paint to create all of the secondary colours Add secondary colours to colour wheel. <b>Week 3 Skills Class Teacher:</b> I can make tints by adding white Add tints to colour wheel with white. <b>Week 4 Skills Class Teacher:</b> I can make tones by adding black Add tones to colour wheel with black. <b>Week 5 Skills Class Teacher:</b> I can mix my own brown</p>	<p><b>In Green Art Skills book each week.</b> <b>Week 1 Skills Class Teacher: and in depth art sessions with Rona (see separate plan)</b> I can compare the work of different artists Practise pencils lines in art skills books. Different shades/tones <b>Week 2 Skills Class Teacher and in depth art sessions with Rona (see separate plan)</b>I can identify the techniques used by different artists Practise water colour lines in art skills books. <b>Week 3 Skills Class Teacher and in depth art sessions with Rona (see separate plan)</b> I can use different grades of pencil shade to show different tones and textures</p>	<p><b>In Green Art Skills book each week.</b> <b>Week 1 Skills Class Teacher:</b> I can explain some of the features of art from historical periods Use art from Roman perriods – talk about how it is portrayed/used/show. <b>Week 2 Skills Class Teacher:</b> I can identify and draw simple objects and use marks and lines to produce texture. Draw some of the Roman art work – pots. <b>Week 3 Skills Class Teacher:</b> I can use my sketchbook to express my feelings about various subjects and art Write about their thoughts/feelings about Roman art.</p>	<p><b>In Green Art Skills book each week.</b> <b>Week 1 Skills Class Teacher: and in depth art sessions with Rona (see separate plan)</b> I can research the work of an artist and use their work to replicate a style Look at different symbols created with art in Brazil. <b>Week 2 Skills Class Teacher: and in depth art sessions with Rona (see separate plan)</b> I can experiment with different styles that artists have used Use sketching pencil in books – different lines, shades, tone and depth, smudge them/merge them. <b>Week 3 Skills Class Teacher: and in depth art sessions with Rona (see separate plan)</b> I can successfully shade to create mood and feeling</p>	<p><b>In Green Art Skills book each week.</b> <b>Week 1 Skills Class Teacher</b> I can use software packages to create pieces of digital art to design <b>Week 2 Skills Class Teacher:</b> I can combine graphic ad text based research of commercial design, for example magazines etc, to influence the layout of their sketch books <b>Week 3 Skills Class Teacher:</b> I can include technical aspects in my work eg. Architectural design I can adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in their sketch books <b>Week 4 Skills Class Teacher</b> I can explain why I have chosen specific drawing techniques</p>

	<p>Create the animal and try making it move with appropriate resources.</p> <p><b>Week 5 Skills Class Teacher: I can make a product that moves.</b></p> <p>Create a product that moves.</p> <p><b>Week 6 Skills Class Teacher: I can make my model stronger if it needs to be</b></p> <p>Make model stronger or move well.</p> <p><b>Week 7 Skills Class Teacher: I can describe how something works</b></p> <p>Evaluate how product moves- take a picture and stick in art book, write about how it moves and why.</p>	<p>Make a tertiary colour wheel mixing brown.</p> <p><b>Week 6 Skills Class Teacher: I can create a print using pressing, rolling, rubbing and stamping.</b></p> <p>Create a small print using different tools and their colour mixes.</p> <p><b>Week 7 Skills Class Teacher: Apply all skills taught.</b></p>	<p>Practise blending water colours together showing tone and depth.</p> <p><b>Week 4 Skills Class Teacher and in depth art sessions with Rona (see separate plan) I can show facial expressions in my drawings.</b></p> <p>Practise smudging the pencil lines, showing tone and depth.</p> <p><b>Week 5 Skills Class Teacher and in depth art sessions with Rona (see separate plan) I can distinguish between an old and young person in my drawing.</b></p> <p>Practise charcoal lines in art skills books, making them darker and lighter.</p> <p><b>Week 6 Skills Class Teacher and in depth art sessions with Rona (see separate plan) My sketches constantly show that I have thought about the different grade of pencils.</b></p> <p>Choose different grades of charcoal and pencil to use and note them in art skills books – draw a small sketch using pencils.</p> <p><b>Week 7 Skills Class Teacher: and in depth art sessions with Rona (see separate plan) I can use sketches to produce a final piece of work.</b></p> <p>Complete a small sketch of something in class using skills taught.</p>	<p><b>Week 4 Skills Class Teacher: I can organise line, tone, shape and colour to represent figures and movement.</b></p> <p>Use sketch pencils to show movement in Roman art.</p> <p><b>Week 5 Skills Class Teacher: I can show reflections in my paintings and drawings.</b></p> <p>Use sketch pencils to show movement in Roman art.</p> <p><b>Week 6 Skills Class Teacher: I can use my sketchbook to adapt and improve my original idea.</b></p> <p>Use sketch pencils to show adaptation to ideas already made.</p> <p><b>Week 7 Skills Class Teacher: I can experiment with different styles that artists have used. I can make notes about the purpose of my work in my sketchbook.</b></p> <p>pencils to show adaptation to ideas already made.</p>	<p><b>My paintings can create mood and feeling</b></p> <p>Use watercolours in sketch books, different lines, tone, shade and depth. Merge the water colours together.</p> <p><b>Week 4 Skills Class Teacher: and in depth art sessions with Rona (see separate plan) I can work with chalk and charcoal to produce work that conveys depth</b></p> <p>Use chalk and pastilles in sketch books, different lines, tones, shades. Smudge and merge them.</p> <p><b>Week 5 Skills Class Teacher: and in depth art sessions with Rona (see separate plan) I can organise line, tone, shape and colour to represent figures and forms in movement</b></p> <p>Use charcoal in sketch books, different lines, tones, shades. Smudge and merge them.</p> <p><b>Week 6 Skills Class Teacher: and in depth art sessions with Rona (see separate plan) I can create perspective in my art</b></p> <p>Collage little things into sketch book, how to stick and collage, layer up and add detail.</p> <p><b>Week 7 Skills Class Teacher: and in depth art sessions with Rona (see separate plan) I can scan images and take digital photos and use software to alter the image</b></p> <p>Learn how to edit a scanned image on a chrome book.</p>	<p><b>Week 5 Skills Class Teacher: I can explain what my own painting style is</b></p> <p><b>Week 6 Skills Class Teacher: I can compare my method to those of others and keep notes in my sketchbook</b></p> <p><b>Week 7 Skills Class Teacher: I can say what my work is influenced by</b></p>
<p><b>Opportunities for outdoor learning</b></p>	<p>Make a moving animal outside using outdoor equipment – trees, twigs, leaves..</p>	<p>Look at primary/secondary/tertiary colors outside.</p>	<p>Create an LS Lowry style picture with outdoor equipment.</p>	<p>Create outdoor art based on Romans – pretend to do an archaeological dig, and reconstruct some vases/tiles.</p>	<p>Create some Brazilian symbols outside with outdoor equipment – take photos and print these for children to edit in chromebooks.</p>	
<p><b>Music</b></p> <p><b>Listening and Appraising Musical skills</b></p> <p><b>Composition and Improvisation</b></p> <p><b>Performing and evaluating</b></p>	<p><b><u>Charanga unit – Round and Round</u></b>  <a href="http://www.yorkmusicclubdigital.org.uk/scheme/Chime%20bars%20and%20glockenspiels%20in%20Kingswater">http://www.yorkmusicclubdigital.org.uk/scheme/Chime bars and glockenspiels in Kingswater</a></p> <p><b>Week 1:</b>  <b>Charanga Unit: Round and Round – Lesson 1</b>  <b>2 Musical Skills – Use song to practise skills of pulse, rhythm and pitch using activities at the beginning of the song.</b>  KPI: I can begin to place a piece of music on a timeline and identify one of the instruments used.  KPI: I can keep a steady beat with help and can tap simple rhythms.</p> <p><b>Week 2:</b>  <b>Charanga Unit: Round and Round – Lesson 3 - see web-site Lesson 3 – Play along to the song.</b>  KPI: I can perform a short piece or song as a whole class</p>	<p><b><u>Charanga unit – Zootime</u></b>  <a href="http://www.yorkmusicclubdigital.org.uk/scheme/Chime%20bars%20and%20glockenspiels%20in%20Kingswater">http://www.yorkmusicclubdigital.org.uk/scheme/Chime bars and glockenspiels in Kingswater</a></p> <p><b>Week 1:</b>  <b>Charanga Unit: Zootime – Lesson 1 / 2</b>  <b>Musical Skills – Use song to practise skills of pulse, rhythm and pitch using activities at the beginning of the song.</b>  KPI: I can begin to place a piece of music on a timeline and identify some of the instruments used.  KPI: I can begin to keep a steady beat with help and can tap simple rhythms of songs.</p> <p><b>Week 2:</b>  <b>Charanga Unit: Zootime – Lesson 3 - see web-site Lesson 3 – Play along to the song.</b></p>	<p><b><u>Charanga unit – The Dragon Song</u></b>  <a href="http://www.yorkmusicclubdigital.org.uk/scheme/Chime%20bars%20and%20glockenspiels%20in%20Kingswater">http://www.yorkmusicclubdigital.org.uk/scheme/Chime bars and glockenspiels in Kingswater</a></p> <p><b>Week 1:</b>  <b>Charanga Unit: The Dragon Song</b>  <b>Musical Skills – Use song to practise skills of pulse, rhythm and pitch using activities at the beginning of the song.</b>  KPI: I can place a piece of music in its musical period and can begin to describe it using musical language.  KPI: I can distinguish between pulse and rhythm and clap and improvise a simple rhythmic pattern.</p> <p><b>Week 2:</b>  <b>Charanga Unit: The Dragon Song – Lesson 3 - see web-site Lesson 3 – Play along to the song.</b></p>	<p><b><u>Charanga Unit – Lean on Me</u></b>  <a href="http://www.yorkmusicclubdigital.org.uk/scheme/Chime%20bars%20and%20glockenspiels%20in%20Kingswater">http://www.yorkmusicclubdigital.org.uk/scheme/Chime bars and glockenspiels in Kingswater</a></p> <p><b>Week 1:</b>  <b>Charanga Unit: Lean on Me 1 / 2</b>  <b>Musical Skills – Use song to practise skills of pulse, rhythm and pitch using activities at the beginning of the song.</b>  KPI: I can place a piece of music chronologically in its musical period and can describe it using musical language.  KPI: I can maintain a pulse with accuracy and in a group can show how pulse and rhythm work together.</p> <p><b>Week 2:</b>  <b>Charanga Unit: Lean on Me – Lesson 3 see web-site Lesson 3 Play along to the song.</b></p>	<p><b><u>Charanga Unit – Stop!</u></b>  <a href="http://www.yorkmusicclubdigital.org.uk/scheme/Chime%20bars%20and%20glockenspiels%20in%20Kingswater">http://www.yorkmusicclubdigital.org.uk/scheme/Chime bars and glockenspiels in Kingswater</a></p> <p><b>Week 1:</b>  <b>Charanga Unit: Stop! – Lesson 1/2</b>  <b>Musical Skills – Use song to practise skills of pulse, rhythm and pitch using activities at the beginning of the song</b>  KPI: I can place composers and pieces chronologically in their musical periods and can describe it using musical language.  KPI: I can maintain a pulse with accuracy and in a group can show how pulse and rhythm work together using more complex rhythms.</p> <p><b>Week 2:</b>  <b>Charanga Unit: Stop! – Lesson 3 see web-site Lesson 3. Play along to the song.</b></p>	<p><b><u>Charanga Unit – Fresh Prince of Bel Air</u></b>  <a href="http://www.yorkmusicclubdigital.org.uk/scheme/Chime%20bars%20and%20glockenspiels%20in%20Kingswater">http://www.yorkmusicclubdigital.org.uk/scheme/Chime bars and glockenspiels in Kingswater</a></p> <p><b>Week 1:</b>  <b>Charanga Unit: Fresh Prince of Bel Air – Lesson 1/2</b>  <b>Musical Skills – Use song to practise skills of pulse, rhythm and pitch using activities at the beginning of the song</b>  KPI: I can place composers, pieces and styles chronologically in their musical periods and can describe it using musical language.  I can accurately maintain a pulse and perform 2 part rhythm pieces.</p> <p><b>Week 2:</b>  <b>Charanga Unit: Fresh Prince of Bel Air – Lesson 3 - see web-site Lesson 3 – Play along to the song.</b></p>

	<p>I can begin to recognise high and low sounds.</p> <p><b>Week 3:</b> <b>Charanga Unit: Round and Round – Lesson 4 - see web-site Lesson 4 – Improvising</b> KPI: I can begin to improvise using 2 or 3 notes</p> <p><b>Week 4:</b> <b>Charanga Unit: Round and Round – Lesson 5 - see web-site Lesson 5 – Composing</b> KPI: I can begin to compose a short piece using 2 notes. I can record my composition using shapes, pictures or colours.</p> <p><b>Week 5:</b> <b>Charanga Unit: Round and Round – Lesson 6 - see web-site Lesson 6 – Performing</b> KPI: I can find my singing voice and other voices and can pitch-match as part of a class or group. I can perform a short piece or song as a whole class and say what was good about it and what I could improve.</p>	<p>KPI: I can sing or play back a short melody using 2 or 3 notes. I can begin to recognise high and low sounds and start to show them by using gesture.</p> <p><b>Week 3:</b> <b>Charanga Unit: Zootime – Lesson 4 - see web-site Lesson 4 – Improvising</b> KPI: I can begin to improvise using 2 or 3 notes and make improvements. I can sing or play back a short melody using 2 or 3 notes.</p> <p><b>Week 4:</b> <b>Charanga Unit: Zootime – Lesson 5 - see web-site Lesson 5 –Composing</b> KPI: I can begin to compose a short piece using 2 or 3 notes. I can select my own form of graphic notation using shapes picture or colours.</p> <p><b>Week 5:</b> <b>Charanga Unit: Zootime – Lesson 6 - see web-site Lesson 6 – Performing</b> KPI: I can perform a short piece or song in a small group confidently and say what was good about it and what I could improve.</p>	<p>KPI: I can sing or play back a short melody using 2 or 3 notes as part of a small group. I can begin to have an awareness of melodic shape (moving up or down) using 2 notes.</p> <p><b>Week 3:</b> <b>Charanga Unit: The Dragon Song – Lesson 4 - see web-site Lesson 4 – Improvising</b> KPI: I can sing or play back a short melody using 2 or 3 notes as part of a small group. I can begin to improvise using 2 or 3 notes and make improvements.</p> <p><b>Week 4:</b> <b>Charanga Unit: The Dragon Song – Lesson 5 - see web-site Lesson 5 – Composing</b> KPI: I can begin to compose a short piece using 2 and 3 notes and make improvements. I can select my own form of graphic notation.</p> <p><b>Week 5:</b> <b>Charanga Unit: The Dragon Song Lesson 6 - see web-site Lesson 6 – Performing</b> KPI: I can perform a short piece or song confidently in a small group and say what was good about it and what I could improve.</p>	<p>I can begin to have an awareness of melodic shape (moving up or down) using 3 or more notes. KPI: I can sing or play back a short simple phrase.</p> <p><b>Week 3:</b> <b>Charanga Unit: Lean on Me – Lesson 4 - see web-site Lesson 4 – Improvising</b> KPI: I can sing or play back a short simple phrase. I can improvise using 3 or 4 notes and make improvements.</p> <p><b>Week 4</b> <b>Charanga Unit: Lean on Me – Lesson 5 - see web-site Lesson 5 –Composing</b> KPI: I can begin to compose a short piece using 3 – 4 notes and make improvements. I can use basic graphic non-standard notations for music.</p> <p><b>Week 5:</b> <b>Charanga Unit: Lean on Me – Lesson 6 - see web-site Lesson 6 – Performing</b> KPI:I can perform in a group with confidence and can comment on my own and others’ work beginning to use musical language</p>	<p>KPI: I can sing or play back more complex phrases. I can begin to have an awareness of melodic shape (moving up or down) using 4 or 5 notes.</p> <p><b>Week 3:</b> <b>Charanga Unit: Stop! – Lesson 4 - see web-site Lesson 4 –Improvising</b> KPI: I can improvise a short piece using up to 5 notes.</p> <p><b>Week 4:</b> <b>Charanga Unit: Stop! – Lesson 5 - see web-site Lesson 5 –Composing</b> KPI: I can compose a short piece using up to 5 notes. I can begin to use standard notation.</p> <p><b>Week 5:</b> <b>Charanga Unit: Stop – Lesson 6 - see web-site Lesson 6 – Performing</b> KPI: I can perform in a group with confidence and can comment on my own and others work using musical language</p>	<p>KPI: I can sing or play back more complex phrases with accuracy. I can begin to have an awareness of melodic shape (moving up or down) using all notes of the scale</p> <p><b>Week 3:</b> <b>Charanga Unit: Fresh Prince of Bel Air – Lesson 4 - see web-site Lesson 4 – Improvising</b> KPI: I can improvise a short piece</p> <p><b>Week 4:</b> <b>Charanga Unit: Fresh Prince of Bel Air – Lesson 5 - see web-site Lesson 5 – Composing</b> KPI: I can compose a short piece using 5 notes and make improvements. I can use standard notation</p> <p><b>Week 5:</b> <b>Charanga Unit: Fresh Prince of Bel Air – Lesson 6 - see web-site Lesson 6 – Performing</b> KPI: I can perform in a group with confidence and can comment on my own and others work using musical language</p>
<p>PE</p> <p>Session plans found in Shared, 2017-18, Lower or upper phase session plans</p>	<p>Striking and fielding Sports Day practice</p> <p>Can they hit a ball with a bat? Can they roll a piece of equipment? Can they move and stop safely? Can they control their body when travelling? Can they control their body when balancing? Can they travel in different ways?</p>	<p>Striking and fielding Sports Day practice</p> <p>Can they decide where the best place to be is during a game? Can they use one tactic in a game? Can they follow rules? Can they use hitting, kicking and/or rolling in a game? Can they move and stop safely? Can they control their body when travelling? Can they control their body when balancing? Can they travel in different ways?</p>	<p>Striking and fielding Sports Day practice</p> <p>Do they know and use rules fairly to keep games going? Can they use a greater number of their own ideas for movement in response to a task? Can they run at fast, medium and slow speeds, changing speed and direction? Can they move and stop safely? Can they control their body when travelling? Can they control their body when balancing? Can they travel in different ways?</p>	<p>Cricket Sports Day practice</p> <p>Can they hit a ball accurately and with control? Can they vary tactics and adapt skills according to what is happening? Can they include change of speed? Can they include change of direction? Can they hit a target? Can they make up their own small-sided game?</p>	<p>Cricket Sports Day practice</p> <p>Can they spring over a short distance? Can they use forehand and backhand with a racquet? Can they choose the best tactics for attacking and defending? Are they controlled when taking off and landing in a jump? Can they field?</p>	<p>Cricket Sports Day practice</p> <p>Can they explain complicated rules? Can they make a team plan and communicate it to others? Can they lead others in a game situation?</p>

<p style="text-align: center;"><b>RE</b></p> <p>See RE Scheme of Work for detailed lesson plans and start points. (T&amp;L 17-18)</p>	<p><b>1.5 What makes some places sacred? I can...</b></p> <ul style="list-style-type: none"> <li>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li> <li>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</li> </ul>	<p>R.E. to be taught in these year groups in other terms.</p>				<p><b>U2.3 What do religions say to us when life gets hard? I can...</b></p> <ul style="list-style-type: none"> <li>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li> <li>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</li> <li>Explain some similarities and differences between beliefs about life after death (B2).</li> <li>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3)</li> </ul>
<p style="text-align: center;"><b>PSHE</b></p> <p>See JIGSAW PSHE Units of Work for detailed lesson plans and start points. (T&amp;L 17-18)</p>	<p><b>Relationships</b> 1. Families I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me 2. Making Friends I can identify what being a good friend means to me I know how to make a new friend 3. Greetings I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me 4. People Who Help Us I know who can help me in my school community I know when I need help and know how to ask for it 5. Being My Own Best Friend I can recognise my qualities as person and a friend I know ways to praise myself 6. Celebrating My Special Relationships <b>Assessment Opportunity H</b> I can tell you why I appreciate someone who is special to me I can express how I feel about them</p>	<p><b>Relationships</b> 1. Families I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I accept that everyone's family is different and understand that most people value their family 2. Keeping Safe - exploring physical contact I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know which types of physical contact I like and don't like and can talk about this 3. Friends and Conflict <b>Assessment Opportunity H</b> I can identify some of the things that cause conflict with my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends 4. Secrets I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this 5. Trust and Appreciation I recognise and appreciate people who can help me in my family, my school and my community I understand how it feels to trust someone 6. Celebrating My Special Relationships I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others</p>	<p><b>Relationships</b> 1. Family Roles and Responsibilities I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can describe how taking some responsibility in my family makes me feel 2. Friendship I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener I know how to negotiate in conflict situations to try to find a win-win solution 3. Keeping Myself Safe I know and can use some strategies for keeping myself safe I know who to ask for help if I am worried or concerned 4. Being a Global Citizen 1 <b>Assessment Opportunity H</b> I can explain how some of the actions and work of people around the world help and influence my life I can show an awareness of how this could affect my choices 5. Being a Global Citizen 2 I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them 6. Celebrating My Web of Relationships I know how to express my appreciation to my friends and family I enjoy being part of a family and friendship groups</p>	<p><b>Relationships</b> 1. Relationship Web I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them 2. Love and Loss I can identify someone I love and can express why they are special to me I know how most people feel when they lose someone or something they love 3. Memories I can tell you about someone I know that I no longer see I understand that we can remember people even if we no longer see them 4. Are Animals Special? <b>Assessment Opportunity H</b> I can explain different points of view on an animal rights issue I can express my own opinion and feelings on this 5. Special Pets I understand how people feel when they love a special pet I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet 6. Celebrating My Relationships with People and Animals I know how to show love and appreciation to the people and animals who are special to me I can love and be loved</p>	<p><b>Relationships</b> 1. Recognising Me I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I know how to keep building my own self-esteem 2. Getting On and Falling Out I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I know how to stand up for myself and how to negotiate and compromise 3. Different Friends I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend 4. Different Friends 2 I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean I can recognise the feeling of jealousy, where it comes from and how to manage it 5. Relationships and Technology I understand how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others 6. Relationships and Technology <b>Assessment Opportunity H</b> I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be</p>	<p><b>Relationships</b> 1. My Relationship Web I can identify the most significant people to be in my life so far I understand how it feels to have people in my life that are special to me 2. Love and Loss 1 I know some of the feelings we can have when someone dies or leaves I can use some strategies to manage feelings associated with loss and can help other people to do so 3. Love and Loss 2 I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when I am feeling those emotions and have strategies to manage them 4. Power and Control <b>Assessment Opportunity H</b> I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control 5. Being Safe with Technology 1 I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening I can take responsibility for my own safety and well-being 6. Being Safe with Technology 2 I can use technology positively and safely to communicate with my friends and family I can take responsibility for my own safety and well-being</p>

					<p>risky or may cause harm to myself or others</p> <p><b>With caution</b>-See Peter</p>	
<p><b>Food Tech</b></p>	<p><b>Geog/History link:</b></p> <p>What are the differences between England and a rainforest?</p> <p>Children are to produce a tropical fruit salad and learn where the fruits are grown in tropical climates</p> <p>Week 1 Revisit knife safety and cut up some seasonal fruits I can cut food safely I can select appropriate resources and tools for my project</p> <p>Week 2 Make a tropical fruit salad I can cut food safely I can select appropriate resources and tools for my project</p> <p>Week 3 Make a fruit smoothie from a range of seasonal ingredients I can make a simple plan before making objects I can describe how something works</p> <p>Week 4 Make bread from fresh dough I can make simple plans before making objects</p> <p>Week 5 Make a pizza from fresh bread dough I can think of ideas on my own I can make simple plans before making objects</p> <p>Week 6 Make a tomato bruschetta I can think of ideas on my own I can select appropriate resources and tools for building my product</p> <p>Week 7 Make a vegetable pesto pasta I can cut food safely I can select the appropriate resources and tools for building my product</p>	<p><b>Food Technology to be taught in these year groups in other terms.</b></p>				<p>Week 1 Revisit knife safety and cut up some seasonal fruits I can cut food safely</p> <p>Week 2 Make a tropical fruit salad with good presentation I can cut food safely I can test and evaluate my final product I can consider culture and society in my final product I can explain how my product should be stored with reasons</p> <p>Week 3 Make a fruit smoothie from a range of seasonal ingredients. Consider what to make by doing market research on the current range of fruit smoothies I can use market research to inform plans I have thought about how my product could be sold My product meets design criteria</p> <p>Week 4 Make flavoured bread from fresh dough I can use market research to inform plans I have thought about how my product could be sold My product meets design criteria I can follow and refine a recipe I can explain how my product should be stored with reasons</p> <p>Week 5 Make a vegetable stir fry by preparing the ingredients and cooking them. I can follow and refine a recipe I can justify why I selected specific materials for my product I can test and evaluate my product I can consider culture and society in my final product</p> <p>Week 6 Make a tomato bruschetta that looks appealing and attractive to the eye I can follow and refine a recipe I can test and evaluate my product</p> <p>Week 7 Make a vegetable pesto pasta I can justify why I selected specific materials for my product I can test and evaluate my product</p>

