Year 3/4 - Autumn - Cycle B

History - Why did the Romans march through County Durham?	Geography - Why do we have cities?	Computing Online Safety Unit 4.2 and Coding Unit 3.1 Crash Course	French Core Vocabulary
Rights Respecting Articles: 12, 13,17 28,29 30	Rights Respecting Articles: 7 13,17 28,29	Rights Respecting Articles: 8, 13,17 ,19, 29, 36	Rights Respecting Articles: 13, 28,29 30
• To be able to place the Romans in the chronology of the UK • To know the key features of Roman life • To know the Roman Empire, growth and locations • To know the causes and consequences of events (the invasion) • To be able to use a wide range of artefacts, primary written sources, buildings, etc to work out features of Roman life • To develop inference skills and combine information from different sources • To be able to link primary sources and interpretations	• To know the names and locations of the major cities of the UK and the difference between a city and a town. • To understand the key features of cities and be introduced to accurate terminology to include site and function. • To look at how cities differ within the UK and some of the possible differences between their local city and some globally significant cities. • To investigate how places become cities and what happens there. • To examine the impact cities have on people and the physical environment. • To use maps and atlases as well as photographs and information texts to gather information.	• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	• To be able to listen to and join in with spoken language • To know key vocabulary • To be able to speak clearly and confidently
Pupils should be taught:	**Pupils should be taught:**	• **Pupils should be taught:**	**Pupils should be taught:**
* To know who the Ancient Romans and Ancient Britons were * To know the events of 55BC * to be able to primary sources and interpretations to understand how we know what happened in 55BC * To know how, where and when Ancient Rome finally conquered the whole of Britain and key features of Roman Britain, towns, buildings etc * To know why the Roman army was so special * To know why the Romans marched through County Durham	• To revise countries of the British Isles and use an 8-point compass • To know names and locations of the major urban areas and cities of the UK • To find about the differences in site, size and function of a range of cities of the UK • O use OS maps to look at land use of cities • To investigate changes to land use and the size of city centres over time – use a city as a case study • To find out about the nature of settlement in different parts of the world, the problems caused, use of photographs and information texts.	• To understand how children can protect themselves from online identity theft. • Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To Identify the risks and benefits of installing software including apps. • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives. • To design algorithms using flowcharts. • • To design an algorithm that represents a physical system and code this representation. • • To use selection in coding with the 'if' command. • • To understand and use variables in 2Code. • • To deepen understanding of the different between timers and repeat commands.	To say, read and write colours in French. To say, read and write classroom commands in French. To say, read and write days of the week in French. To say, read and write months of the year in French. To say, read and write numbers 1-10 in French.
<u>**Language**</u>	<u>**Language**</u>	<u>**Language**</u>	<u>**Language**</u>
Primary source, interpretation, invasion, empire, province, Julius Caesar, Emperor Claudius, baths, mosaic, gladiators, senate, roads, towns, amphitheatres, aqueducts, eagle, standard, soldier, villa, temple, legion, legionary, weapon, Britannia, fort, Ancient Rome	Settlement, city, factory, office, shop, function, urban, rural, land use, environment, environmental, human, physical Country, county, population, inhabitant. Shopping centre, market Satellite image, OS map, symbol, key	Password, communicate, blog, audience, content, age restriction, algorithm, flowchart, system, command, variable., algorithm, debug	Colours, commands, days, months and numbers in French

Year 3/4 - Autumn - Cycle B

Art & Design
Rights Respecting Articles: 3, 12, 13, 28, 29, 31

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form
- Produce creative work, exploring their ideas and recording their experiences
- Evaluate and analyse creative works using the language of art, craft and design

Design Technology Electrical Systems: Static Electricity Torches

Rights Respecting Articles: 12, 13,17, 28,29, 31

- Investigate and analyse a range of existing products
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Investigate and analyse a range of existing products
- Understand electrical systems in products
- Understand how key events and individuals in design and technology have helped shape the world

Music
Rights Respecting Articles: 12, 13,17 28,29, 31

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician
- develop an understanding of the history of music

Pupils should be taught:

Art & Design
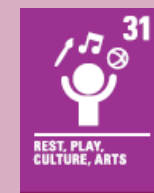
Printing
- To make a printing block using playdough
- To press an object into the block to create texture and pattern
- To create patterns using a stamp
- To make my own stamp using geometric and mathematical shapes and use my stamp to create prints
- To make my prints unique through my use of colour and pattern
- When printing to use: repeating patterns, symmetrical patterns, a simple symmetrical figure
- To observe and discuss: Flip and 3D lenticular artwork by *Luz Perez Ojeda*
- To understand that lenticular printing gives an optical illusion and that this illusion is created using two images
- To create an image using the principles of lenticular printing

Collage
- To observe, discuss and interpret the meaning and stories in the painting *'Children's Games' by Pieter Brueghel*
- To focus on different parts of a painting
- To know that artists tell stories in their artwork and that art can be about feelings
- To understand and describe the story behind a painting
- To focus on different parts of a picture, interpreting the meaning and stories behind them
- To create a collage of contrasting images
- To recognise the work of, and create a collage in the style of *Arcimboldo*

Careers
- To understand the role of a curator and to create an exhibit
- To know that the role of a curator is to set up and manage collections of works of arts within museums and gallery spaces
- To work in a group to select and choose objects and create a collection or exhibition of them
- To connect this to a career in the creative and cultural industries

Design Technology

Static Electricity
To understand static electricity
- To describe what static electricity is and how it moves objects through attraction or repulsion
To design a game aimed at a target audience
- To identify a design criteria and a target audience
- To know that charges can pass between objects, creating static electricity and making objects move
- To design a game that works using static electricity and make and test game designs
To make and test game designs
- To refer to my original design to make my static electricity game
- To use a range of materials and equipment safely to make my game
- To know my game must meet my design criteria and be suitable for my target audience
To evaluate my game
- To test the success of my product against my design criteria
- To evaluate my game
Torches
To learn about electrical items and how they work
- To identify electrical products
- To know what electrical conductors and insulators are
- To know that a battery contains stored electricity and can be used to power products
To evaluate electrical products
- To identify the features of a torch and understand how a torch works
- To say what is good and bad about different torches
- To understand what's important in torch design and design a torch
To design a torch
- To design a torch which satisfies both the design and success criteria
To make and evaluate a working torch
- To use appropriate equipment to cut and attach materials
- To assemble a torch according to my design criteria
- To test my torch to evaluate its success

Music

Song: Let Your Spirit Fly   **Style of Main Song:** RnB
Unit Theme: RnB and other styles
Listen and Appraise
To know five songs from memory and the style, who sang them or wrote them.
 To choose one song and be able to talk about:
Its lyrics: what the song is about
Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
Identify the main sections of the song (introduction, verse, chorus etc.)
Name some of the instruments they heard in the song

Singing	Compose
To know and be able to talk about:	To know and be able to talk about:
Singing in a group can be called a choir	The names of the instruments used in class
Leader or conductor: A person who the choir or group follow	A composition: music that is created by you and kept in some way.
To know why you must warm up your voice	Different ways of recording compositions (letter names, symbols, audio etc.)

Perform & Share
To know and be able to talk about:
How pulse, rhythm and pitch work together and distinguish between these
Musical leadership: creating musical ideas for others to copy or respond to
Performing being sharing with an audience, to one person, the class or more people.
It needs to be planned and sung/played with confidence
It is about communicating feelings, thoughts and ideas about the song/music
Glock 1
Play, perform and share as above.

Language

Art & Design:
Print, texture, pattern, tessellation, repeating patterns, symmetrical patterns, symmetrical figure, stamp, geometric shape, mathematical shape,
lenticular printing, optical illusion, horizontal, vertical, perpendicular, parallel, OP-Art,
Photo, collage, action shot, interpretation, composition, contrast
Museum, gallery, exhibition, display, cultural, curator

Design Technology:
- Attract, component, constructive-criticism, design criteria, electrostatic, evaluation, feedback, motion, repel, target audience, test
- Battery, buzzer, bulb, cell, component, conductor, copper, design, criteria, electrical item, electricity, electronic item, function, insulator, series circuit, switch, test, torch, wire

Music:
Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture

Year 3/4 - Spring - Cycle B

History-Life in Roman Britain	Geography - Europe	Computing	French: Animals
Rights Respecting Articles: 1, 13,17 27, 31	**Rights Respecting Articles: 7, 13, 17, 27, 29**	**Spreadsheets Unit 4.3 and Writing for different audiences Unit 4.4** **Rights Respecting Articles: 12, 13,17 28,29 36**	**Rights Respecting Articles: 7, 12, 13, 28,29 30**
• To begin understand the Roman timeline of Britain • To develop the skills of locating and explaining similarity and difference • To develop the use of primary sources- observation, inference and clustering • To develop an understanding of interpretation and analysis of historical interpretations • To begin to understand about purpose and reason for a particular view.	• Develops knowledge and understanding of the location and characteristics of the significant human and physical features of Europe. • To look at the environmental regions of Europe and then physical characteristics, rivers, mountains, as well as the key countries and major cities of Europe. • Knowledge of the human Geography of Europe is introduced by looking at capital city locations and human landmarks.	• To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact	• To be able to listen to and join in with spoken language • To know key vocabulary – animals • To be able to speak clearly and confidently
Pupils should be taught:	**Pupils should be taught:**	**Pupils should be taught:**	**Pupils should be taught:**
* To know when the Romans were in Britain and how we know * To know daily life was like for ordinary in Roman Britain * To know what it was like in the home of a rich Roman * To know the key features of a Roman town * To know how Romans had fun * To know what Roman toilets were really like and how we know.	• To learn about different countries in Europe. • To be able to identify different rivers in Europe. • To be able to identify different mountain ranges in Europe. • To be able to identify physical features of Europe. • To be able to identify human features of Europe. • To be able to use an atlas to find Europe's capital cities.	• To be able to format cells as currency, percentage, decimal to different decimal places or fraction. • To be able to use the formula wizard to calculate averages. • To be able to combine tools to make spreadsheet activities such as timed times tables tests. • To be able to use a spreadsheet to model a real-life situation. • To be able to add a formula to a cell to automatically make a calculation in that cell. • To understand how font size and style can affect the impact of a text. • To be able to use a simulated scenario to produce a news report. • To be able to use a simulated scenario to write for a community campaign.	To remember how to count from 1 to 10 in French To tell you what each number out of sequence is in English To name at least five animals correctly To match all the animals in French to the correct picture To attempt to spell at least three animals correctly in French
Language	**Language**	**Language**	**Language**
Roman Empire, province, source, archaeology, reconstruction, interpretation, villa, aqueducts, artefacts	Europe, Countries, Different, Rivers, Mountains, Earthquake, Volcano, Dense, Sparse, Population, Natural, City, Landmark, Physical, Human features, Atlas, Co-ordinates, Grid reference.	Commands, program, cell, function, calculation, data, spreadsheet, line-graph, search engine, internet, font, format, images, copy, paste, save, background, layout, position	Animals in French

Art & Design
Rights Respecting Articles: 8, 13,17, 28,29, 31

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

Design Technology
Textiles: Cushions   Fastening
Rights Respecting Articles: 8,13, 28,29 30,31

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Select from and use a range of tools and equipment to perform practical tasks
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against a design criteria and consider the views of others to improve their work
- Build structures, exploring how they can be made stronger, stiffer or more stable
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Music
Rights Respecting Articles: 2,13, 15, 28,29 31

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician
- develop an understanding of the history of music

Pupils should be taught: | **Pupils should be taught:** | **Pupils should be taught:**

Art & Design

Materials
- To use different materials to make a three-dimensional artwork
- To use a variety of materials to make a puppet figure in three dimensions using craft materials
- To make the various parts of my puppet to the correct proportions
- To take care to ensure my puppet is finished to a high standard
- To secure any of my puppet pieces that are loose
- To use a variety of materials to make a puppet figure in three dimensions
- To sketch a design of my sock puppet before I making it
- To know what a mood board is and create one
- To show what is important to me through the creation of my own mood board and explain my choices

Textiles
- To create tie-dyed materials
- To know the process of tie-dyeing
- To understand the similarities between tie-dyeing and wax resist
- To weave using different materials
- To understand the terms 'warp' and 'weft'
- To sew designs onto a t-shirt to personalise it
- To sew a running stitch
- To cut fabric neatly and accurately

Design Technology

Cushions
To know how to sew cross stitch and appliqué
- To decorate fabric using appliqué and cross stitch
- To reflect on techniques used

To design a product and its template
- To cut fabric accurately

To decorate fabric using applique and cross stitch
- To follow a design criteria

To assemble a cushion
- To use stitches to join fabrics and leave space for a seam
- To understand why some products are turned inside out after sewing

Fastenings
To identify and evaluate different types of fastenings
- To know what the main types of fastenings are and say what the benefits of each fastening type are and what the disadvantages of each fastening type are

To design a product to meet a design criteria
- To write a design criteria

To make and test a paper template
- I can make a paper template
- I know how to test my paper template

To assemble a book jacket
- To join fabric by sewing
- To produce a product that is fit for purpose

Music

Glock 2 (mixed styles) Play, improvise, perform and share as below.
Song: The Dragon Song   Style of Main Song: Folk song
Unit Theme: Friendship and being kind to one another RR
Listen and Appraise
To know five songs from memory and the style, who sang them or wrote them.
 To choose one song and be able to talk about:
Its lyrics: what the song is about
Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
Identify the main sections of the song (introduction, verse, chorus etc.)
Name some of the instruments they heard in the song

Level of challenge	Sing, play and copy back Listen and...	Play and improvise Using your instruments, listen and play your own answer...	Improvise Take it in turns to improvise using ...
Bronze	sing back	using one note: C	one note: C
Silver	copy back using instruments and one note: C	using one or two notes: C and sometimes D	using one or two notes: C and sometimes D
Gold	copy back using two notes: C and	using two notes: C and D	using two notes: C and D

Singing	Compose
To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow To know why you must warm up your voice	To know and be able to talk about: The names of the instruments used in class A composition: music that is created by you and kept in some way. Different ways of recording compositions (letter names, symbols, audio etc.)

Perform & Share
To know and be able to talk about:
How pulse, rhythm and pitch work together and distinguish between these
Musical leadership: creating musical ideas for others to copy or respond to
Performing being sharing with an audience, to one person, the class or more people.
It needs to be planned and sung/played with confidence
It is about communicating feelings, thoughts and ideas about the song/music

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Language

Puppet, model, 3D, proportion, texture, character, cartoonist, tie-dye, textile, wax resist, weave, loom card, running stitch, synthetic, warp, weft

Language

Accurate, applique, cross-stitch, cushion, decorate, detail, fabric, patch, running stitch, seam, stencil, stuffing, target audience, target customer, template
Aesthetic, assemble, book, sleeve, design, criteria, evaluation, fabric, fastening, mock-up, net, running stitch, stencil, target audience, target customer, template

Language

Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure,
Keyboard, drums, bass, pentatonic scale, improvise, hook

Year 3/4 - Summer - Cycle B

History : Anglo-Saxons	Geography – Coasts	Computing	French: Fruit
Rights Respecting Articles: 13,17 28,29 30	**Rights Respecting Articles:** 7, 13,17 28,29,32	**Effective Search 4.7 and Hardware Investigators 4.8** **Rights Respecting Articles:** 3, 5, 16, 17, 29, 32	**Rights Respecting Articles:** 7, 13, 24, 27, 30
• To develop a chronologically secure knowledge and understanding of British and local history. • To learn about Britain's settlement by Anglo-Saxons and Scots. • To know Roman withdraw from Britain in c. AD 410 and the fall if Western Roman empire. • Scots invasions from Ireland to north Britain (now Scotland) • To learn about Anglo-Saxon invasions, settlements and kingdoms: place names and village life. • To know about Anglo-Saxon art and culture. • To know about Christian conversion.	• To understand the physical processes that shape the coast. Coastal protection and management effectiveness. • To know about coastal processes and the impact on people and landscapes • To use geographical information from OS maps, information texts, photographs and fieldwork • fieldwork: planning, risk assessment, devising questions, data gathering, analysis and processing, evaluation	• To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact • To locate information on the search results page. • To use search effectively to find out information. • To assess whether an information source is true and reliable. • To understand the different parts that make up a computer. • To recall the different parts that make up a computer.	• To be able to listen to and join in with spoken language • To know key vocabulary – fruits • To be able to speak clearly and confidently
Pupils should be taught:	**Pupils should be taught:**	**Pupils should be taught:**	**Pupils should be taught:**
• To be able to study the archaeological evidence at Sutton Hoo to ask and answer questions. • To be able to find out who the Anglo-Saxons were and where they came from. • To be able to find out who the Picts and Scots were and where they lived. • To be able to use various historical sources to find out about Anglo-Saxon life. • To be able to explore Anglo-Saxon culture including art, music, legends and poetry. • To be able to use what has been discovered at Sutton Hoo draw conclusions about who was buried there. • To be able to explore the spread of Christianity in Britain.	• To read an OS map using 4 fig references and symbols • To revise location of Europe's major countries, seas & rivers. Look at different types of coast around Europe. • To use atlases OS maps to find different details about a section of NE coastline (NOT SEAHAM) • To investigate how coastal features are formed through erosion, long shore drift (transportation) and deposit • To investigate the different approaches (hard and soft engineering) that can used to protect the coast and what happens when they fail • (Undertake Fieldwork visit to Seaham to study these aspects)	• To locate information on the search results page. • To use search effectively to find out information. • To assess whether an information source is true and reliable. • To understand the different parts that make up a computer. • To recall the different parts that make up a computer.	• To say at least 5 fruits (including the correct article) in French with accurate pronunciation. • To say I like at least one fruit in French. • To say I do not like at least one fruit in French. • To ask somebody what fruit they like in French using the question "Est-ce que tu aimes..?"
Language Anglo-Saxon, religion, Britain, Christianity, Sutton Hoo, Picts, Scots, conquer,	**Language** Coast, coastline, coastal, beach, cliff, rock, sand, pebble, sediment, erosion, transport, deposition, landform, estuary, sea, ocean, river, wave, tide, river mouth, longshore drift, cliff, arch, stack, stump, swash, backwash, solution, attrition, abrasion, hydraulic action, groyne, gabion, sea wall, hard and soft engineering, port, harbour.	**Language** Copy, paste, inset, save, font, background, layout, position, CPU, RAM, motherboard	**Language** Fruits in French

Art & Design

Rights Respecting Articles: 13,17 28,29 31

- To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- Learn about great artists, architects and designers in history

13 SHARING THOUGHTS FREELY   **31** REST, PLAY, CULTURE, ARTS

Design Technology
Food: Eating Seasonally   Adapting a Recipe
Rights Respecting Articles: 12, 3,17, 24,27,30,32

Cooking and nutrition
- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Design
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate
- Investigate and analyse a range of existing products against their own design criteria and consider the views of others to improve their work

Music

Rights Respecting Articles: 12, 13, 28,29 30,31

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician
- develop an understanding of the history of music

12 RESPECT FOR CHILDREN'S VIEWS   **31** REST, PLAY, CULTURE, ARTS

Pupils should be taught:

Sculpture

- To create and form shapes using soft modelling wire
- To bend, manipulate and join wire to create the shape of a fish and use smaller pieces of wire to add features
- To work safely with the tools and equipment I am using
- To create a small scale sculpture
- To draw a design for a three-dimensional piece
- To work with the material safely and creatively to make a recognisable object
- To use tools and my hands to carve, model and refine my sculpture
- To create a musical instrument from recycled materials
- To create a musical themed design or pattern
- To use wax resist to create a pattern
- To create a sculpture in the style of sculptor *Sokari Douglas Camp*
- To create a sculpture in the style of *El Anatsui*
- To create a sculpture from reused materials
- To discuss how recycling or reusing material helps the environment

Pupils should be taught:

Eating Seasonally
To know that climate affects food growth
- To know that each country has its own climate
- To understand that these climates enable different fruits and vegetables to grow
- To consider hygiene when preparing food and use cooking equipment safely

To know that importing food impacts the environment and is one of the reasons why we should eat seasonal foods grown in the UK
- To know that vegetables and fruit grow in certain seasons and that in the UK we often import food from other countries when it is not in season

To create a recipe that is healthy and nutritious using seasonal vegetables
- To know that each fruit and vegetable gives us nutritional benefits
- To design a filo tart using seasonal vegetables and describe my filo tart and the benefits of its ingredients

To safely follow a recipe when cooking
- To know how to prepare a kitchen to cook in and how to prepare myself in order to start cooking
- To know the basic rules of food contamination and use, store and clean a knife safely

Adding a Recipe
To follow a baking recipe
- To evaluate a product and consider: taste, smell, texture, appearance, packaging, target audience

To make and test a prototype
- To know how to cook food safely – following basic hygiene rules
- To cook to a recipe and adapt it to create a new biscuit prototype
- To evaluate and compare a range of biscuit prototypes

To design a biscuit to a given budget
- To make decisions as part of a team to finalise the recipe we will make
- To create branding for my group's final product

To make a biscuit that meets a given design brief
- To consider safety and hygiene when baking
- To make suitable packaging for my product

24 HEALTH, WATER, FOOD, ENVIRONMENT   **32** PROTECTION FROM HARMFUL WORK

Pupils should be taught:

Song: Bringing us together   Style of Main Song: Disco
Unit Theme: Disco. Friendship, hope and unity RR/LGBT
Listen and Appraise
To know five songs from memory and the style, who sang them or wrote them.
To choose one song and be able to talk about:
Its lyrics: what the song is about
Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
Identify the main sections of the song (introduction, verse, chorus etc.)
Name some of the instruments they heard in the song

Level of challenge	Sing, play and copy back Listen and...	Play and improvise Using your instruments, listen and play your own answer...	Improvise Take it in turns to improvise using ...
Bronze	sing back	using one note: G	one note: G
Silver	copy back using instruments and one note: C	using one or two notes: G and sometimes A	using one or two notes: G and sometimes A
Gold	copy back using two notes: C and	using up to three notes: G, A and B	using two or three notes: G,A and B

Singing	Compose
To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow To know why you must warm up your voice	To know and be able to talk about: The names of the instruments used in class A composition: music that is created by you and kept in some way. Different ways of recording compositions (letter names, symbols, audio etc.)

Perform & Share
To know and be able to talk about:
How pulse, rhythm and pitch work together and distinguish between these
Musical leadership: creating musical ideas for others to copy or respond to
Performing being sharing with an audience, to one person, the class or more people.
It needs to be planned and sung/played with confidence
It is about communicating feelings, thoughts and ideas about the song/music
Reflect, rewind, replay (classical)

Language
3D form, facial features, geometric shapes, composition, maracas, optical effect, percussion instrument, pitch, quaver, recycle, upcycle, wax resist

Language
Climate, dry climate, imported, Mediterranean climate, nationality, nutrients, polar climate, recipe, seasonal food, seasons, temperate climate, tropical climate
Adapt, budget, equipment, evaluation, flavour, ingredients, method, net, packaging, prototype, quantity, recipe, target audience, unit of measurement, utilities

Language
Keyboard, drums, bass, imagination, improvise, compose, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody