







Year 5/6 - Autumn - Cycle B

<p>History - Who was Tommy Armstrong? (local history)</p> <p>Rights Respecting Articles: 2, 17, 24, 26, 28,</p>	<p>Geography - Local Fieldwork Unit</p> <p>Rights Respecting Articles: 15, 17, 23, 28, 29, 31</p>	<p>Computing: Online Safety Unit 6.2 and Coding Crash Course 6.1</p> <p>Rights Respecting Articles: 13, 15, 16, 17, 28, 34</p>	<p>French: Core Vocabulary</p> <p>Rights Respecting Articles: 2, 8, 17, 28, 29, 30</p>
<ul style="list-style-type: none"> To know the key features of a village in the past To develop knowledge of a significant individual To introduce the role of mining in the community and examine the key features of an event (mining disaster) To develop understanding of similarities and differences over time. To understand change over time To use primary sources: to build skills of using the historic environment, artefacts and oral history in an enquiry To use primary sources: maps, photographs, census and other written documents 	<ul style="list-style-type: none"> To examine the human geography of the local area-types of settlement, human and physical features in the local area. To use geographical information including maps, observation, field sketches, graphs and digital technologies. To develop a coherent approach to the different phases of fieldwork: Setting an enquiring question, designing a data collection method, collecting, presenting and describing the data 	<ul style="list-style-type: none"> Pupils should be taught to: design, write and debug programs that accomplish specific goals. use sequence, selection, and repetition in programs. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> To be able to listen to and join in with spoken language To know key vocabulary To be able to speak clearly and confidently 
<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>
<ul style="list-style-type: none"> * To be able to investigate a local area and collect their own information * To be able to analyse their own information and make comparisons between the past and the present. * To be able to use non-fiction sources to create a timeline of key events, dates and features of Tommy Armstrong's life and use it to answer Why is TA significant? And what his village was like. * To know what life was like for mining children * To know why mining was important to County Durham 	<ul style="list-style-type: none"> To design key questions that could be the basis of investigation in the local area. To make decisions about what data will be collected and how To prepare for fieldwork, including the identification of hazards and risk management To design a framework for data collection To observe and record primary data in the field To process, present and evaluate data collected 	<ul style="list-style-type: none"> Identify benefits and risks of mobile devices broadcasting the location of the user/device. Identify secure sites by looking for privacy seals of approval. Identify the benefits and risks of giving personal information. To review the meaning of a digital footprint. To have a clear idea of appropriate online behaviour. To understand the importance of balancing game and screen time with other parts of their lives. To identify the positive and negative influences of technology on health and the environment. To create a program with an object that repeats actions indefinitely. To understand what a variable is in programming. To create a program that controls or simulates a physical system, To identify the benefits and risks of giving personal information. To review the meaning of a digital footprint. To have a clear idea of appropriate online behaviour. To begin to understand how information online can persist. 	<ul style="list-style-type: none"> 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 1-20 and beyond in French.
<p><u>Language</u></p> <p>Historic building, feature, architecture, mine, miner, locality, community, lever, trapper, child worker, newsagent, tobacconist, Stanley market, white pudding bairn, coal bunker, name plaques, aged miners, cottages, disaster,</p>	<p><u>Language</u></p> <p>Settlement, housing, land use, site, shopping, services, primary data, secondary data. Change, factory, mine, employment</p>	<p><u>Language</u></p> <p>Action, algorithm, command, control, debug, input, event, digital footprint, phishing</p>	<p><u>Language</u></p> <p>Colours, commands, days, months and numbers in French</p>



Year 5/6 - Autumn - Cycle B

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

- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Pupils should be taught 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]
- To create sketchbooks to record their observations and use them to review and revisit ideas
- About great artists, architects and designers in history

Design and Technology Textiles: Stuffed Toys Waistcoats
Rights Respecting Articles: **17, 28, 29**

- Generate, develop, model and communicate their ideas through discussions, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design
- Select from and use a wider range of tools and equipment to perform practical tasks
- Apply their understanding of how to strengthen, stiffen, and reinforce more complex structures
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Music
Rights Respecting Articles: **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:

Pupils should be taught:

Pupils should be taught:

Artists

- To express how a piece of artwork makes them feel
- To compare events in a piece of artwork to current news and the 'Fundamental British Values'
- To demonstrate my understanding of the composition and meaning of a piece of artwork through a drama activity
- To observe, discuss, analyse, evaluate and interpret art work: '*Gassed*' by John Singer Sargent

Drawing


- To create a collage and draw this from observation
- To lay out a simple collage by selecting the most interesting elements
- To draw and colour the collage accurately from composition
- To draw a still life study in charcoal and use charcoal and chalk to show light and shadow
- To create a piece of abstract art
- Discuss the different media and approaches to: *Cezanne's 'Still Life with Apples'*, *Funke's 'Composition - glass and ball'*, *Camargo's 'Still Life 15'*
- To understand that the work of the artist *Kathe Kollwitz* is based on difficult experiences
- To draw a series of lines to create a simple portrait of a face
- To use *Kathe Kollwitz* as an inspiration to add to these lines to show an emotional expression and use charcoal to add shadows to my portrait

Painting

- To successfully upscale a drawing and paint accurately
- To select an interesting section of a drawing I have made to enlarge
- To draw an enlarged version of the section I have chosen by scaling it to a larger size
- To paint accurately and evenly, painting straight edges and without leaving brush marks or gaps in my painting

Sculpture

- To create a sculpture of a head using clay
- To convey a message or emotion in my sculpture by: using clay sculpting tools, adding facial features using additional pieces of clay and attaching these to the head
- To know to keep clay malleable using a drop of water




Stuffed Toys
To design a stuffed toy

- To make a paper template and know how to ensure that my template is proportional

To sew blanket stitch

- To cut neatly and accurately
- To be able to thread a needle

To create and add decorations to fabric

- To create strong and secure stitches (blanket, running, cross stitch)
- To use applique to attach pieces of fabric decoration and use stitches to decorate fabric

To use a blanket stitch to assemble the components of a stuffed toy

- To stuff my toy carefully, repairing any holes or gaps
- To evaluate my stuffed toy

Waistcoats
To design a waistcoat

- To annotate my designs
- To design clothing to a set of design criteria and mark and cut fabric according to a design

To mark and cut fabric according to a design



- To explain the differences between my design and the template
- To accurately mark out the outline of the panels for my waistcoat and cut neatly and accurately

To assemble a waistcoat

- To sew a strong running stitch and make sure my stitches are small, neat and follow the edge
- To tie strong knots to secure the thread in place

To decorate a waistcoat

- To secure a fastening and attach objects for decoration using thread
- To evaluate my work according to the design criteria

Song: *Living on a Prayer* Style of Main Song: *Rock*
Unit Theme: *Rock Anthems*
Listen and Appraise As Year 3/4 With these additions
To know styles from the unit who sang or wrote them, when they were written and why?
To choose three or four other songs and be able to talk about:
The style indicators of the songs (musical characteristics that give the songs their style)
The lyrics: what the songs are about
Any musical dimensions featured in the songs and where they are used
The historical context. What was going on at this time, musically and historically?
Know and talk about that fact that we each have a musical identity
How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song

Composing	Performance
To know and be able to talk about: <ul style="list-style-type: none"> A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol 	To know and be able to talk about: <ul style="list-style-type: none"> Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music

Jazz 1
Style of Main Song: *Bossa Nova (3 note) and Swing (5 note)*
Unit Theme: *Jazz and Improvisation and Swing*
All elements as above, Jazz notes *D E G A B*, Bossa Nova notes *BA G*











Language
analyse, evaluate, empathise, secondary colour, complimentary colour, tone, blend, collage, sketch, parallel, scale,
abstract, composition, design, light, shadow, form, chiaroscuro

Language
Accurate, annotate, appendage, blanket-stitch, design criteria, detail, evaluation, fabric, sew, shape, stuffed toy, stuffing, template
Accurate, adapt, annotate, design, design criteria, detail, fabric, fastening, knot, properties, running-stitch, seam, sew, shape, target, audience, target customer, template, thread, unique, waistcoat, waterproof

Language
rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose
appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo



Year 5/6 - Spring - Cycle B

History - Vikings and Anglo-Saxons Rights Respecting Articles: 3, 17, 28, 30, 35, 39	Geography - Fantastic Places Rights Respecting Articles: 17, 24, 27, 28, 29, 30	Computing Spreadsheets Unit 6.3 and Blogging Unit 6.4 Rights Respecting Articles: 12, 13, 15, 17, 23, 28	French Rooms in the House Rights Respecting Articles: 2, 8, 17, 28, 29, 30
<ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims To study the Viking and Anglo-Saxon struggle for the Kingdom of England <div style="display: flex; justify-content: space-around;">   </div>	<ul style="list-style-type: none"> To know the location and characteristics of a range of the world's most significant human and physical features To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <div style="display: flex; justify-content: space-around;">   </div>	<ul style="list-style-type: none"> 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. <div style="display: flex; justify-content: space-around;">   </div>	<ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To speak in sentences, using familiar vocabulary, phrases and basic language structures To read carefully and show understanding of words, phrases and simple writing <div style="display: flex; justify-content: space-around;">   </div>
Pupils should be taught:	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
<p>To explore what Britain was like before the first Viking invasions.</p> <p>To find out about the Viking invasions of Britain.</p> <p>To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.</p> <p>To find out why King Alfred was dubbed 'Alfred the Great'.</p> <p>To find out how and when England became a unified country.</p>	<ul style="list-style-type: none"> To use digital mapping technology to locate significant places (UNESCO sites) research a chosen site to describe geographical features To use latitude and longitude, northern/southern hemisphere to locate and describe locations To use compass directions to navigate from place to place To understand time zones To identify some of the world's major biomes 	<ul style="list-style-type: none"> To use the formula wizard to add a formula to a cell to automatically make a calculation in that cell. To create graphs showing the data collected. To type in a formula for a cell to automatically make a calculation in that cell. To use a spreadsheet to create computational models and answer questions. To identify the purpose of writing a blog and its key features. To plan the theme and content for a blog and write the content. To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of regularly updating the content of a blog. To understand how to contribute to an existing blog. 	<p>Say and spell the words for an apartment and a house (correctly using UN and UNE).</p> <p>Say what rooms I have in my home using the phrase "Chez moi il y a..."</p> <p>Say what rooms I do not have in my home starting with the phrase "Chez moi il n'y a pas de..."</p> <p>Use the connective word for "and" (et) to link two sentences together.</p> <p>Ask somebody to describe their home to me using the phrase "Décris-moi chez toi."</p>
<p style="text-align: center;"><u>Language</u></p> <p>Dark ages, kingdom, Lindisfarne, Danelaw, invasion, settlement,</p>	<p style="text-align: center;"><u>Language</u></p> <p>Latitude, longitude, equator, tropic, meridian, biome</p>	<p style="text-align: center;"><u>Language</u></p> <p>Spreadsheet, formula, formula wizard, fill, timer, audience, blog, collaborate, icon</p>	<p style="text-align: center;"><u>Language</u></p> <p>Un, une, chez moi, et, names of rooms in French</p>



Year 5/6 - Spring - Cycle B

Art & Design

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

- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- To improve their mastery of art and design techniques.
- Design purposeful, functional, appealing products for themselves and other users
- Based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Pupils should be taught:

Drawing

- To understand how visual language can be used to communicate personality and interests
- To design my own coat of arms by selecting and placing imagery appropriately within a shape
- To know what a coat of arms is and how symbols represent a person
- To understand the context of design throughout human history
- To work collaboratively to a specific design brief
- To know that a design requires both planning and purpose
- To understand the work of an important British design team
- To know that designers start with ideas and rough drawings before finalising their designs
- To design a product which is appealing and purposeful
- To understand how advertising, words, USP (unique selling points) and packaging help to sell a product and to give it an identity
- To investigate and understand the use of language when naming a design product
- To design a product based on a word
- To work in a team to create and then "sell" a product idea to a client



Design Project

- To design and make a prototype as part of a group
- To understand and use the design process to create a prototype which develops from ideas
- To review, evaluate and modify ideas as the design develops
- To know that a prototype is testing a design out
- To share my ideas verbally and through quick sketches
- To work as part of a team on a working model of a hat by reviewing, evaluating and modifying design ideas



Language

Design brief, heraldry, logo, sketch, client, collaboration, pitch, presentation, prototype, slogan

Design and Technology Electrical Systems: Electronic Cards The Steady Hand Game

Rights Respecting Articles: 17, 28, 29

- Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups.
- Model ideas through prototypes
- Select from and use a wide range of tools and equipment to perform practical tasks
- Generate, develop and communicate their ideas through discussion, annotated sketches
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Evaluate their ideas and products against design criteria and consider the views of others to improve their work

Pupils should be taught:

Electronic Cards

To make a working circuit

- To know that circuits are made up of different electronic components
- To name key circuit components used to create a functioning circuit
- To know that graphite is a conductor and can be used as part of a circuit

To design an electronic card

- To design an electronic card with a working circuit with no breaks
- To label the LEDs with positive and negative legs
- To know that the positive leg of the LED branches towards the positive side of the battery and know that at the legs of the LED need to be the correct way round for the circuit to work

To create a greetings card

- To refer to a design to keep my ideas focused
- To map out where different components of my circuit will go

To make a circuit and integrate it into my greeting card

- To understand that breaks in a circuit stop it from working
- To lay copper tape down in straight lines and ensure corners are never broken

The Steady Hand Game

To make electromagnetic motors and understand how they work

- To assemble my own motor and tweak the motor to improve its function
- To know batteries contain acid, which can be dangerous if they leak
- To know that when electricity enters a magnetic field it can make a motor

To design a steady hand game

- To identify and name the components in a steady hand game
- To decide on a clear design criteria for my game, design a game and draw it from three different perspectives

To construct a stable base

- To accurately cut and assemble a net
- To ensure that the sides of the base are aligned when glued and decorate the base and ensure a high quality finish

To use tabs to secure the pieces of the net in place

To assemble electronics and complete an electronic game

- To make and test a circuit and incorporate a circuit into a base



Language

Battery, buzzer, circuit, component, conductor, copper, design, design criteria, function, graphite, innovative, insulator, LED, modify, parallel circuit, series circuit, switch, target audience, test, wire
Assemble, battery, battery pack, bulb, bulb holder, buzzer, circuit, circuit symbol, component, conductor, copper, design, design criteria, evaluation, function, insulator, LED, magnetic field, net, perspective, drawing, plan, pliers, prototype, series circuit, side view, switch, symmetrical, target audience, test, top view, wire cutters

Music

Rights Respecting Articles: 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:

Jazz 2 Bacharach Anorak Style of Main Song: Blues/Jazz

Unit Theme: Jazz improvisation and composition

Listen and Appraise As Year 3/4 With these additions

To know styles from the unit who sang or wrote them, when they were written and why? To choose three or four other songs and be able to talk about:

The style indicators of the songs (musical characteristics that give the songs their style)

The lyrics: what the songs are about

Any musical dimensions featured in the songs and where they are used

The historical context. What was going on at this time, musically and historically?

Know and talk about that fact that we each have a musical identity

How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song



Level of challenge	Sing, play and copy back Using instruments	Play and improvise Using instruments, question and answer	Improvise Take it in turns to improvise using ...
Bronze	one note: A	using one note: A	one note: A
Silver	two notes: A&G	using two notes: A&G	using two notes: A&G
Gold	three notes: A G B	three notes: A G B	three notes: A G B
Singing		Playing	
To know and confidently sing five songs and their parts from memory, with a strong internal pulse. To be able to talk about one song: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping		To know and be able to talk about: Different ways of writing music down, e.g. staff notation and symbols The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play or be played in a band or orchestra or by their friends	
Composing		Performance	
To know and be able to talk about: • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol		To know and be able to talk about: • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music	

Song: The Fresh Prince of Bel-Air Style of Main Song: Hip-Hop
Unit Theme: Old school Hip-Hop All elements as above with notes D E F











Language

Blues, Jazz, improvisation, by ear, melody, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo
Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover,



Year 5/6 - Summer - Cycle B

History - UK Rights Respecting Articles: 7, 16, 17, 19, 28, 39	Geography - Sao Paulo Rights Respecting Articles: 13, 17, 24, 28, 29, 30	Computing Networks 6.6 and Quizzing 6.7 Rights Respecting Articles: 13, 15, 16, 17, 28, 29	French Clothes Rights Respecting Articles: 2, 8, 17, 28, 29, 30
<ul style="list-style-type: none"> To develop chronological knowledge and understanding of the sequence and duration of the main time periods. To know Key features of the role and power of select-ed monarch in differing periods in the past. To know some of the key dates and key terms of UK History. To understand key British concepts and their origins - monarch, ruler, 'the people', power, democracy, law. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<ul style="list-style-type: none"> To Know the key physical and human characteristics of a region of South America, world countries and cities. Knowledge of the effects of settlement. To understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region within North or South America. To use different types of maps, graphs and information. Use of GIS for mapping and weather information <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<ul style="list-style-type: none"> Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. To design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and infor-mation. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To speak in sentences, using familiar vocabulary, phrases and basic lan-guage structures To read carefully and show understanding of words, phrases and simple writing <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Pupils should be taught:	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
<p>Understand the concept and origins of monarchy including the associated symbols</p> <p>To know the place of key monarchs within different histori-cal eras</p> <p>To know who the key Medieval monarchs were and their achievements</p> <p>To know who the key Tudor monarchs were and their achieve-ments</p> <p>To know how the events of the English civil war changed the monarchs power</p> <p>To recap Alfred and Victoria and debate who is the greatest monarch</p>	<ul style="list-style-type: none"> To locate key South American features and major climate zones (biomes) To use satellite images to record key features of Brazil, re-search to compare key features between Brazil and UK To annotate photographs from Sao Paulo, label human and physical features To use climate graphs, city graphs and education info to find out more about Sao Paulo To research and find the equivalent info for Durham To report findings, comparing and contrasting the two places 	<ul style="list-style-type: none"> To find out what a LAN and a WAN are. To find out how the Internet is accessed in school. To research and find out about the age of the Internet. To think about what the future might hold for ICT and what is currently being developed. To create a picture-based quiz for young children. To learn how to use the question types within 2Quiz. To explore the grammar quizzes. To make a quiz that requires the player to search a database. re you smarter than a 10- (or 11-) year-old? To make a quiz to test your teachers or parents. 	<p>Repeat and recognise the vo-cabulary for a variety of clothes in French.</p> <p>Use the appropriate genders and articles for these clothes.</p> <p>Describe what they and other people are wearing.</p> <p>Say what they would wear in different weather.</p>
<p style="text-align: center;"><u>Language</u></p> <p>Monarch monarchy, ruler, crown, sovereign, reign, heir, he-reditary, constitutional, Power, Democracy, law, The people.</p>	<p style="text-align: center;"><u>Language</u></p> <p>Human and physical geography, similarities, differences, landscapes, formation, geology</p>	<p style="text-align: center;"><u>Language</u></p> <p>World Wide Web (WWW), Local Area Network (LAN), Wide Area Network (WAN), Router, Wireless</p>	<p style="text-align: center;"><u>Language</u></p> <p>un, une or des. Je, et</p>



Year 5/6 - Summer - Cycle B

Art & Design

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

- 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
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- To improve their mastery of art and design techniques



Design and Technology

Food: What could be healthier? Come Dine With Me

Rights Respecting Articles: 17, 28, 29

Cooking and nutrition

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury 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
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

- Understand how key events and individuals in design and technology have helped shape the world

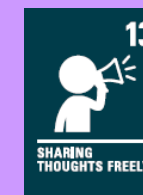
Technical knowledge

- Apply their understanding of computing to program, monitor and control their products.

Music

Rights Respecting Articles: 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:

Photography

- To draw using a negative medium
- To understand what is meant by a negative image
- To pick out areas of light and shadow
- To create a photo montage using secondary source photographs
- To create a photomontage image by selecting images and creating a new image with them
- To know about the history of photomontages
- To use text and image together to create meaningful and powerful photo posters
- To create my own "Truism" which communicates meaning and which has impact
- To know that contemporary artists use digital techniques to convey their messages
- To look at the school environment through the lens of a camera and make choices about photographing aspects of it
- To understand abstract art through photography
- To create a successful close up photograph of a natural form and edit the photograph in appropriate software/apps
- To know that artists use photography to record and observe, I understand the terms macro, and monochromatic
- To develop a self portrait from a photograph and translate it into a drawing
- To take photographs in different poses which show different expressions and develop one of these into a line drawing, using continuous line
- To combine photography with learning how to draw a portrait
- To replicate the mood and expression of a painting through photography

Language

Negative, medium, light, shadow, photo montage, photo poster, Truism, contemporary artist, digital techniques, lens, aspect, macro, monochromatic, mood, expression

Pupils should be taught:

What could be healthier?

To understand where food comes from

- To know that beef is the name of meat from cattle (cows) and how beef is reared and processed
- To have an understanding of the ethical issues around the way in which cattle should be farmed

To understand the term 'healthy'

- To know what foods make up a balanced diet
- To know how a recipe can be adapted to make it healthier
- To use keywords to research for alternative ingredients for a well-known dish

To adapt a traditional recipe

- To know that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients
- To calculate and compare two adapted bolognese recipes using a nutritional calculator

To make a complete product

- To use equipment safely, including knives, hot pans and hobs
- To know how to avoid cross-contamination
- To carefully follow a method to make a recipe
- To design appealing packaging that reflects my recipe



Come Dine with Me

To research and design a three course meal

- To understand that not all courses complement one another
- To list the ingredients I need for my chosen recipe
- To read the method and make a list of all of the equipment I need for my chosen recipe

To prepare a meal using a recipe

- To prepare ingredients and follow a recipe safely and sensibly

To understand where food comes from

- To describe the process of 'Farm to Fork' for a given ingredient using a storyboard

To write up a recipe

- To contribute an attractive and easily understood recipe page to a class cookbook using imperative verbs, adjectives and illustrations

Language

Beef, cross contamination, diet, ethical issues, farm, healthy, ingredients, method, nutrients, packaging, reared, recipe, research, substitute, supermarket, vegan, vegetarian, welfare
Accompaniment, caption, collaborative, cross-contamination, equipment, farm, flavour, illustration, ingredients, method, nationality, preparation, processed, reared, recipe, target audience, top-tips, unit of measurement

Pupils should be taught:

Song: Dancing in the Street Style of Main Song: Motown Unit Theme: Motown

Listen and Appraise As Year 3/4 With these additions

To know styles from the unit who sang or wrote them, when they were written and why?

To choose three or four other songs and be able to talk about:

The style indicators of the songs (musical characteristics that give the songs their style)

The lyrics: what the songs are about

Any musical dimensions featured in the songs and where they are used

The historical context. What was going on at this time, musically and historically?

Know and talk about the fact that we each have a musical identity

How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song

Level of challenge	Sing, play and copy back	Play and improvise	Improvise
Bronze	Using instruments	Using instruments, question and answer	Take it in turns to improvise using ...
Silver	one note: D	using one note: D	one note: D
Gold	two notes: D&E	using two notes: D&E	using two notes: D&E
	three notes: D E F	three notes: D E F	three notes: D E F

Singing	Playing
To know and confidently sing five songs and their parts from memory, with a strong internal pulse. To be able to talk about one song: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping	To know and be able to talk about: Different ways of writing music down, e.g. staff notation and symbols The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play or be played in a band or orchestra or by their friends
Composing	Performance
To know and be able to talk about: • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol	To know and be able to talk about: • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and

Reflect, rewind, replay (classical)

Language

Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure