

CHOCOLATE

WOW Day	Wow Day in School (Visit to Cadbury's World in Birmingham?)
English	Instructions (Recipes, Health & Safety for cooking) / Significant Authors (Roald Dahl) / Persuasive (poster, leaflet, advert, text) / Book Review / Explanation
Science	States of Matter Properties of, and Changes in, Materials
History	Mayan Civilisation (including their use of chocolate) Joseph Cadbury
Geography	Ghana Fair Trade
ICT	Graphics (paint programs and digital photography) Using websites to research topic
Art	Painting Printing (including chocolate bar wrappers) (link to DT and DT/Food activity)
Music	Learn to play the Ocarina Songs from Charlie and the Chocolate Factory
DT	Card / Paper - Nets / Chocolate bar wrappers Food: Chocolate – making own chocolate bar
RE	Muslim Beliefs and Lifestyle
PSHE	Citizenship (linked to fairness)
SEAL	Getting on and Falling out
R-Time	Being fair Rights and Responsibilities Anti-Bullying
PE / Gym	Basketball Dance Gym: Rolling
MFL	
Community Links	Visit Mosque
Equality	Fair Trade

OVERVIEW OF TOPIC

	National Curriculum Purpose of Study	National Curriculum Aims	National Curriculum Subject Content	BJA Subject Content
SCIENCE	<ul style="list-style-type: none"> A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes. 	<p>The national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 	<p>Pupils should:</p> <ul style="list-style-type: none"> Be able to describe associated processes and key characteristics in common language Be familiar with, and use, technical terminology accurately and precisely Build up an extensive specialist vocabulary Apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data <p>Pupils should have experience of using a variety of approaches to answer relevant scientific questions. These should include:</p> <ul style="list-style-type: none"> Observing over time Pattern seeking Identifying, classifying and grouping Comparative and fair testing (controlled investigations) Researching using secondary sources <p>Pupils should seek answers to questions through collecting, analysing and presenting data.</p> <p>The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.</p> <p>The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely.</p> <p>Children must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.</p>	<ul style="list-style-type: none"> States of Matter Properties of, and Changes in, Materials.

SCIENCE (YEAR 3/4)

Principal Focus:

The principal focus of science teaching in LKS2 is to enable pupils to broaden their scientific view of the world around them. They should do this through: exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first to talk about, and later to write about what they have found out. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

Working Scientifically:

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

Non-Statutory Notes and Guidance:

Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences. These opportunities for working scientifically should be provided across years 3 and 4 so that the expectations in the programme of study can be met by the end of year 4. Pupils are not expected to cover each aspect for every area of study.

SCIENCE (YEAR 5/6)

Principal Focus

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

Working Scientifically:

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Non-Statutory Notes and Guidance:

Pupils in years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.

	National Curriculum Purpose of Study	National Curriculum Aims	National Curriculum Subject Content	BJA Subject Content
HISTORY	<ul style="list-style-type: none"> • A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. • It should inspire pupils’ curiosity to know more about the past. • Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. • History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. 	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Know and understand significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance; and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. • Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales. 	<p>Pupils should:</p> <ul style="list-style-type: none"> • 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. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> • Mayan Civilisation (including their use of chocolate) • Joseph Cadbury

	National Curriculum Purpose of Study	National Curriculum Aims	National Curriculum Subject Content	BJA Subject Content
GEOGRAPHY	<ul style="list-style-type: none"> • A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. • Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. • As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. • Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. 	<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • Are competent in the geographical skills needed to: <ul style="list-style-type: none"> ○ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ○ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ○ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • 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) <p>Human and Physical Geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • Ghana • Fair Trade

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COMPUTING	<ul style="list-style-type: none"> • A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. • Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. • The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. • Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. • Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. 	<p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems • Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • Are responsible, competent, confident and creative users of information and communication technology. 	<p>Pupils should be taught to:</p> <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 • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 • 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"> • Graphics (paint programs and digital photography) • Using websites to research topic

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ART	<ul style="list-style-type: none"> • Art, craft and design embody some of the highest forms of human creativity. • A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. • As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. • They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. 	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • 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 • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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] • About great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Painting • Printing (including chocolate bar wrappers) (link to DT and DT/Food activity)

	National Curriculum Purpose of Study	National Curriculum Aims	National Curriculum Subject Content	BJA Subject Content
MUSIC	<ul style="list-style-type: none"> • Music is a universal language that embodies one of the highest forms of creativity. • A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. • As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. 	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 inter-related 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 musicians • Develop an understanding of the history of music. 	<ul style="list-style-type: none"> • Learn to play the Ocarina • Songs from Charlie and the Chocolate Factory <p><i>This topic needs to include sessions on:</i></p> <ul style="list-style-type: none"> • <i>Singing (including singing in harmony)</i> • <i>Chanting and poetry reading</i> • <i>Providing an accompaniment to singing / chanting / poetry reading, using tuned and untuned instruments.</i> • <i>Performing to an audience</i>

	National Curriculum Purpose of Study	National Curriculum Aims	National Curriculum Subject Content	BJA Subject Content
DESIGN TECHNOLOGY	<ul style="list-style-type: none"> Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. 	<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users Critique, evaluate and test their ideas and products and the work of others Understand and apply the principles of nutrition and learn how to cook. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. <p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Card / Paper - Nets / Chocolate bar wrappers Food: Chocolate – making own chocolate bar

“I CAN” STATEMENTS:

SCIENCE – States of Matter / Changes in Materials

	SCIENCE STATUTORY REQUIREMENTS	SCIENCE NON-STATUTORY REQUIREMENTS	SCIENCE LEARNING OBJECTIVES
YEAR 3/4	<p>States of Matter and Changes in Materials Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p>States of Matter and Changes in Materials Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. Note: Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.</p> <p>Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.</p> <p>Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism and about electricity. They should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.</p> <p>Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</p> <p>Note: Pupils are not required to make quantitative measurements about conductivity and insulation at this stage. It is sufficient for them to observe that some conductors will produce a brighter bulb in a circuit than others and that some materials will feel hotter than others when a heat source is placed against them. Safety guidelines should be followed when burning materials.</p> <p>Pupils might work scientifically by: carrying out tests to answer questions, for example, ‘Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?’ They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</p>	<p>I can compare materials and sort them into groups.</p> <p>I can describe to others, the reasons for my groupings.</p> <p>I describe materials into groups in a variety of ways using their properties.</p> <p>I can describe the changes to some materials by heating, cooling, bending and stretching.</p> <p>I recognise that some changes can be reversed and some cannot.</p> <p>I classify changes using reversible and non-reversible.</p>
YEAR 5/6			<p>I describe the differences between the properties of different materials.</p> <p>I explain how these differences are used to classify substances (including solids, liquids, gases, acids and alkalis).</p> <p>I describe the differences between the properties of different materials.</p> <p>I explain how these differences are used to classify substances (including solids, liquids, gases, acids and alkalis).</p> <p>I use scientific terms to describe changes. (Evaporation, condensation.)</p> <p>I use my knowledge of reversible and irreversible changes to make predictions about whether changes are reversible or not.</p>

GEOGRAPHY

	Geographical Enquiry	Geographical Skills	Knowledge and Understanding of Places
YEAR 3/4 (LA / MA)	<ul style="list-style-type: none"> I ask what is this place like? What and who will I see in this place? Why are these people here and what are they doing? I tell others' the things I like and dislike about a place and give clear reasons that I write in clear sentences. I use words, pictures, bar charts, Venn diagrams, pictograms, and tables to help me describe places. 	<ul style="list-style-type: none"> I describe places using geography words such as natural and built I look at places and draw features I like or dislike, sorting them into groups. I can mark on a map of the world, any locations I have discussed in class. I use books, stories, and other information to find out about places and I keep this in an organised way. I can make a map of the things I see in the place I am finding out about. My maps are labelled with geography words I have learned (and may include teacher drawn NWSE compass rose). My maps have grid references (A1, B1 etc). My maps contain a key with symbols or colours to help identify features. 	<ul style="list-style-type: none"> I can say what type of buildings are in a place (and use this to decide whether a place is a city, town, village, coastal or rural area and can say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods, coastline. I can say where somewhere is using words such as the city or town name, and the region (or continent for studies further afield) and can say why places have become as they are. I can say how a place is changing and how a place is like another place. I know that paths, roads, air, and sea link places to others and I also know some of the reasons places are linked. I can suggest solutions to different points of view as to how a locality can be improved.
YEAR 3/4 (MA / HA)	<ul style="list-style-type: none"> I ask, "Which PHYSICAL and which 'HUMAN' features does this place has?" and I give reasons for why some of those features are where they are. I describe different points of view on an environmental issue affecting a locality. I find out about places and the features in those places by looking at information sources. I use my writing skills to communicate what I know. I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc). I use my ICT skills to help me find out information and present what I have found out. 	<ul style="list-style-type: none"> I use the terms PHYSICAL and HUMAN accurately and can describe these features. I am building up a list of geography words (see 'recommended geography words list'). I make detailed sketches of the features of a location. I look at maps of areas I am studying and identify features. I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g:05,15), a scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols. I use the contents and index pages of an Atlas to find places quickly. I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles. I use the internet to help find out about a location, including aerial photographs (e.g. Google Earth). 	<ul style="list-style-type: none"> I can describe a place using information I have found out using geographical words. I compare places that I have studied using the physical and human features for my comparisons and I give some reasons for the similarities and differences between places, using geographical language. When I describe where a place is I use the 8 points of the compass to describe its position and the country, region and names of towns, cities and rivers. I can name the significant places and features of a location I am studying. I can name the significant places and features of a location I am studying (and of my country of birth). I can identify how a place where people live (settlement) has changed over time and give some reasons for this, giving precise observations or research as evidence for this and I use both physical and human factors in my explanation. I can compare places where people live and give reasons for the differences. I can summarise an environmental issue either in the area I am studying and can suggest solutions to different points of view as to how a locality can be improved.

GEOGRAPHY

	Geographical Enquiry	Geographical Skills	Knowledge and Understanding of Places
YEAR 5/6 (LA / MA)	<ul style="list-style-type: none"> I ask, “Which PHYSICAL and HUMAN features does this place have?” and I give reasons why some of those features are where they are. I ask, “What may this place be like in the future?” I collect statistics about people and places and present them in the most appropriate ways. I map land use of a location with given criteria. (e.g. leisure, shopping, residential etc). I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons. I find out about places and the features in those places by deciding which will be the best sources of information to look at. I choose the most appropriate writing skills to communicate what I know. I choose the most appropriate maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc). I choose which of my ICT skills to use to help me find out information and present what I have found out. 	<ul style="list-style-type: none"> I use the terms PHYSICAL and HUMAN accurately and can describe these features. I am confidently using geographical words (see ‘recommended geography words list’). I make detailed field sketches of the features of a location, labelling them with appropriate geographical words. My field sketches show layouts, patterns or movement (as appropriate). I make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way. (Including use of ICT). I look at and make detailed maps of areas I am studying. I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g. :05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols. I use the contents and index pages of an Atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the contents. I use aerial photographs to match features on a map to the photograph and to help describe a location in more detail. I identify buildings and land use by using aerial photographs. I use the internet to help find out about a location (e.g. Google Earth). I know that globes are divided into lines of latitude and meridian of longitude and those time zones are identified using meridian of longitude. I understand the term GMT. 	<ul style="list-style-type: none"> I can describe a place using information I have found out using my geographical words well. I compare and contrast places that I have studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy and I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries. When I describe where a place is I use the 8 points of the compass to describe its position and I use continent, country, region and names of towns, cities, and rivers. I also do so in terms of its economic development as well as other features. I can describe a place in terms of how economically developed it is. I can identify how a place where people live (settlement) has changed over time and give some reasons for this, using both physical and human factors in my explanation. I can compare places where people live and give reasons for the differences. I can summarise an environmental issue, its possible causes, and solutions either in the area I am studying. I can suggest more than one solution as to how a locality can be improved. I can summarise ways that people are trying to manage an environment.
YEAR 5/6 (MA / HA)	<ul style="list-style-type: none"> I ask, “Which PHYSICAL and HUMAN features does this place have?” I give reasons for those features using geographical language. I ask, “What may this place be like in the future?” and describe the possibilities, giving reasons that I back up with my evidence. I collect statistics about people and places and present them in the most appropriate ways. I map land use of a location and devise my own criteria. (e.g. leisure, shopping, residential etc). I summarise different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons. I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at. I choose the most appropriate writing skills to communicate what I know and combine these skills with mathematics and ICT skills. 	<ul style="list-style-type: none"> I understand how the physical features of a location can affect the human activity and can give examples of this (e.g. leisure and tourism in a hot country, cities near rivers etc). I am confidently using geographical words (see ‘recommended geography words list’). I label digital images of the features of a location, with appropriate geography words. I make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way. (Including use of ICT) I look at and make detailed maps of areas I am studying, including any patterns that are apparent using appropriate colour coding to show these patterns. I draw maps and plans of localities I have studied that include keys, four figure grid references and I can use these four figure references to find 6 figure references. (e.g.: 221,151), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols. I use the contents and index pages of an Atlas with confidence and speed. I use aerial photographs to identify patterns (such as ‘ribbon development’, industry around rivers, ports etc). I use the internet to help find out about a location (e.g. Google Earth). I use knowledge of time zones to work out journey times around the world. I understand scales of maps, such as 1:25 000 (1cm represents 25 000 cm in real life). 	<ul style="list-style-type: none"> I can describe a place using information I have found out using geographical words. I compare and contrast places that I have studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy and I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries. When I describe where a place is I use the 8 points of the compass to describe its position and I use continent, country, region and names of towns, cities, and rivers and I do so in terms of economic development as well as other features. I can name and identify the main lines of latitude (poles, equator, tropics, the prime meridian). I can describe a place in terms of how economically developed it is. I can identify how a place where people live (settlement) has changed over time and give some reasons for this, using both physical and human factors in my explanation. I can compare places where people live and give reasons for the differences. I can summarise an environmental issue, its possible causes and solutions either in the area I am studying. I can suggest more than one solution as to how a locality can be improved. I can summarise ways that people are trying to manage an environment.

Geographical Words

Accessible: A place which is easy to reach.	Agriculture: The growing of crops and rearing of animals.	Amenities: Services that people find very useful, but are not essential, like swimming pools, libraries, parks, etc..	Arable Farming: A farm or area that only grows crops.
Attractive : Areas of pleasant scenery or buildings.	Bridging Point: An easy crossing point where the river narrows or is shallower.	Business Park: New offices built in pleasant surroundings on the edge of cities.	Capital City: The major city in a country.
Communications: The ways in which people, goods and ideas move from one place to another. It usually refers to roads and railways.	Confluence: Where one river joins another.	Congestion: Overcrowding on roads causing traffic jams.	Conservation: The protection of the environment.
Continent: A large area of land. There are seven continents: North and South America; Asia; Europe; Africa; Australia; Antarctica.	Contour: A line drawn on a map to join places of the same height above sea-level.	Cross-section: A diagram showing, by means of a side view, the slopes and heights of the land surface.	Delta: A flat area of deposited river silt found at the mouth of a river.
Densely Populated: An area that is crowded.	Deposition: The laying down of material carried by rivers, sea, ice or wind.	Drought: A long spell of dry weather resulting in a serious water shortage.	Earthquakes: A movement or tremor, of the Earth's surface.
Economic Activity: This is about industry, jobs, earning a living and producing wealth.	Energy: Power.	Environment: The natural or physical surroundings where people, plants and animals live.	Erosion: The wearing away and removal of rock, soil, etc, by rivers, sea, ice and wind.
Facilities: Services that people feel are essential such as toilets, heating, telephones etc..	Factories: Places where things are made from natural resources and raw materials.	Fertile: Land or soil where crops can be grown successfully.	Flood Plain: The flat area at the bottom of a valley which is often flooded.
Ford: A crossing where the river is shallow.	Fossil Fuels: Fuels from the remains of plants or ancient life.	Goods: Things made by people to sell in a market.	Gradient: The slope of the land.
Green Belt: A protected area of countryside around a city where new building is not allowed to try and stop the spread of a city.	Grid: A grid is a pattern of squares on your map, which help to fix your position. Coordinates will provide numbers that allow you to find a horizontal line and also a vertical line and follow them to the point of intersection, placing you at the bottom left-hand corner (south-west) of a grid.	Grid References: Grid references are always presented in terms of eastings (distance east from the origin) and northings (distance north from the origin).	Human Features/Activities: The actions and results of humans especially where and how people live.
Hydro-electric Power: Energy obtained from using the power of water.	Income: What a person or country earns or gains in money from working, selling or trading.	Industry: A general term for working and making money.	Industrialised: Using machines and power (energy) to make things.
Infertile: Poor soil or land in which crops won't grow well.	Isolated: Difficult to reach. Far from other places.	Landscape: The scenery. What the land looks like.	Less Developed: A poorer area where there are less communications, services and where people have lower living standards.

Limestone: A pale coloured rock which is permeable and stores water.	Location: Where a place is.	Meander: A bend in a river.	Mediterranean Climate: Places which have hot, dry summers and mild, wet winters.
Migration: The movement of people from one place to another to live or to work.	Mining: The extraction or digging out of minerals from deep under the ground, e.g. coal, iron ore.	Mouth: The end of a river where it flows into the sea.	Natural Harbour: a safe place for ships where the shape of the coastline provides shelter from the wind and waves.
Natural Resources: Raw materials which are obtained from the environment, e.g. water, coal or fertile soil.	Non-renewable Resources: Resources that can only be used once, e.g. coal, oil.	Ordnance Survey: The official government organization for producing maps of the UK.	Peak: The top or summit of a hill or mountain.
Peninsula: A narrow piece of land jutting out into the sea.	Physical Features/Activities: These are the result of natural forces which shape the earth and affect the atmosphere.	Plan: A detailed map of a small area.	Plain: A low flat area.
Plateau: A high, flat area.	Political Map: A map which shows countries, their borders and main cities.	Pollution: Noise, dirt and other harmful substances produced by people and machines, which spoil an area.	Population The number of people in an area.
Port: A place used by ships to load and unload people and goods.	Position: Where a place is.	Poverty: This is where people are poor, have no savings, own very little and often have low living standards.	Prosperous: This is where people are rich and well-off.
Quarry: Where rock is cut from the surface of the land.	Raw Materials: Natural resources which are used to make things.	Recycling: Turning waste into something which is usable again.	Redevelop: To knock everything down and start all over again.
Reservoir: A human made lake which is used to store water supplies, often behind a dam.	Residential: A housing area where people live.	Resources: Things which can be useful to people. They may be natural like coal and iron ore, or of other value like money and skilled workers.	Rural: Countryside.
Scenery: The appearance or view across the natural landscape.	Scenic: Attractive and interesting view of the landscape.	Settlement: Where people choose to live.	Silt: Soil left behind after a river floods.
Slope: This is the angle at which the land is tilted. Slopes can be gentle or steep.	Soil Erosion: The removal of soil by wind or water.	Source: The beginning of a river in the mountains.	Suburb: An area of housing around the edge of a city.
Tourist Attractions: Places where people travel for interest and pleasure.	Trade: The exchange of goods or services.	Transport: Ways of moving people and goods from one place to another.	Tributary: A small river which flows into the main river.
Urban: Large area of houses, factories, etc.	Valley: An area of lowland with slopes either side. A river flows along the lowest part.	Vegetation: All kinds of plants including shrubs and trees.	Volcano: A cone-shaped mountain made up from lava and ash.

COMPUTING – Graphics / Digital Photography

	COMPUTING: DEVELOPING IDEAS AND MAKING THINGS HAPPEN	COMPUTING: REVIEWING, MODIFYING AND EVALUATING WORK AS IT PROGRESSES
YEAR 3/4 (LA / MA)	<ul style="list-style-type: none"> I can use art software to: click and drag a brush, change colour, clear the screen and fill a shape. I can move images and text on the screen. I use the shape tools to draw. I use solid, pattern and gradient fills. I change the width of brush, spray and lines. I can re- size an object. 	<ul style="list-style-type: none"> I know how and why ICT is used in the home. I know how we often rely on computers for everyday tasks.
YEAR 3/4 (MA / HA)	<ul style="list-style-type: none"> I copy graphics from a range of sources and paste them into a desktop publishing program. I can use a variety of hardware / software to take and manipulate images (digital camera, iPad, laptop etc) I use CTRL C to copy and CTRL V to paste I resize graphics and text to suit the document I am making. 	<ul style="list-style-type: none"> I use ICT to generate, develop, organise and present my work. I share and exchange my ideas with others’. I describe my use of ICT I know when it is not appropriate to use a computer.

	COMPUTING: DEVELOPING IDEAS AND MAKING THINGS HAPPEN	COMPUTING: REVIEWING, MODIFYING AND EVALUATING WORK AS IT PROGRESSES
YEAR 5/6 (LA / MA)	<ul style="list-style-type: none"> I can save an image document as a gif or jpeg file format, using the ‘save as’ command. I can save work into my folder. I can make an information poster using my graphics skills to good effect. I can use a variety of hardware / software to take and manipulate images (digital camera, iPad, laptop etc) 	<ul style="list-style-type: none"> I add, amend and combine different forms of information from a variety of sources. I interpret my findings and question whether they seem accurate. I know that poor quality information leads to unreliable results. My work shows I am aware of the intended audience and the need for quality in my presentations. I compare my use of ICT with other methods and I decide which is most appropriate.
YEAR 5/6 (MA / HA)	<ul style="list-style-type: none"> I explore the menu options and experiment with my images. (Colour, effects, options, snap to grid, grid settings etc). I add special effects to alter the appearance of a graphic. I ‘save as’ gif or jpeg wherever possible to make the file size smaller (for e mail and downloading). I can make an information poster using my graphics skills to good effect. I can use a variety of hardware / software to take and manipulate images (digital camera, iPad, laptop etc) 	<ul style="list-style-type: none"> I use ICT to structure, refine and present information in different styles and formats, depending on the purpose and audience. I discuss the positive and negative aspects of the use of computers in my work. I discuss the effects of ICT on society and in a variety of economically developed nations.

COMPUTING Using websites to carry out own research

	COMPUTING: DEVELOPING IDEAS AND MAKING THINGS HAPPEN	COMPUTING: REVIEWING, MODIFYING AND EVALUATING WORK AS IT PROGRESSES
YEAR 3/4 (LA / MA)	<ul style="list-style-type: none"> • I look at web sites with the teacher and discuss what I see. • I click on links in a web site. • I use the ‘back’ button on a website. • I know that information can be found using the internet. • I click links in a web site. • I can print a web page to use as a resource. 	<ul style="list-style-type: none"> • I use ICT to generate, develop, organise and present my work. • I share and exchange my ideas with others’. • I describe my use of ICT • I explore the different types of computer used by people in the community. • I know when it is not appropriate to use a computer.
YEAR 3/4 (MA / HA)	<ul style="list-style-type: none"> • I can conduct a search on a web site. • I can refine my search to get more accurate results. 	

	COMPUTING: DEVELOPING IDEAS AND MAKING THINGS HAPPEN	COMPUTING: REVIEWING, MODIFYING AND EVALUATING WORK AS IT PROGRESSES
YEAR 5/6 (LA / MA)	<ul style="list-style-type: none"> • I search for the most suitable web site, refining my search as appropriate. • I can copy extracts of text to paste into a document for editing. 	<ul style="list-style-type: none"> • I add, amend and combine different forms of information from a variety of sources. • I interpret my findings and question whether they seem accurate. • I know that poor quality information leads to unreliable results. • My work shows I am aware of the intended audience and the need for quality in my presentations. • I compare my use of ICT with other methods and I decide which is most appropriate.
YEAR 5/6 (MA / HA)	<ul style="list-style-type: none"> • I add, amend and combine different forms of information from a variety of sources. • I interpret my findings and question whether they seem accurate. • I know that poor quality information leads to unreliable results. • My work shows I am aware of the intended audience and the need for quality in my presentations. • I compare my use of ICT with other methods and I decide which is most appropriate. 	<ul style="list-style-type: none"> • I use ICT to structure, refine and present information in different styles and formats, depending on the purpose and audience. • I discuss the positive and negative aspects of the use of computers in my work. • I discuss the effects of ICT on society and in a variety of economically developed nations.

ART – Printing

	EXPLORING AND DEVELOPING IDEAS	INVESTIGATING AND MAKING	EVALUATING	KNOWLEDGE AND UNDERSTANDING
YEAR 3/4 (LA / MA)	<ul style="list-style-type: none"> I explore ideas from my imagination or from real starting points 	<ul style="list-style-type: none"> I have printed by pressing, rolling, rubbing and stamping. I have looked at print making in the environment. (e.g. wallpapers, fabrics etc) 	<ul style="list-style-type: none"> I comment on differences in others' work and I suggest ways of improving my own work. 	<ul style="list-style-type: none"> I have created a print in response to the work of an artist or designer. I have looked at how artists and designers have used colour, shapes and lines to create patterns.
YEAR 3/4 (MA / HA)	<ul style="list-style-type: none"> I explore ideas and collect visual and other information for my work 	<ul style="list-style-type: none"> I make my own printing blocks and experiment with different materials. I can make a one coloured print. I can build up layers of colours to make prints of 2 or more colours. 	<ul style="list-style-type: none"> I comment on similarities and differences between my own and others' work. I adapt and improve my own work. 	<ul style="list-style-type: none"> I know how printing is used in the everyday life of designers or artists. I compare the methods and approaches of different designers in their print techniques. I have explored printing from other cultures and time periods.

	EXPLORING AND DEVELOPING IDEAS	INVESTIGATING AND MAKING	EVALUATING	KNOWLEDGE AND UNDERSTANDING
YEAR 5/6 (LA / MA)	<ul style="list-style-type: none"> I explore ideas and collect visual and other information to help me to develop my work. I keep these in my art sketchbook. 	<ul style="list-style-type: none"> My printing uses a number of colours built up in a sequence. I make precise repeating patterns by creating accurate printing blocks. 	<ul style="list-style-type: none"> I make comments on the ideas, methods and approaches used in my own and others' work, relating these to the context in which their work was made. I adapt and refine my work to reflect the purpose and meaning of the work. 	<ul style="list-style-type: none"> My printing replicates patterns I have observed in either the natural or man-made world and are based on my observational drawings. I have studied printmaking from other cultures or other time periods.
YEAR 5/6 (MA / HA)	<ul style="list-style-type: none"> I explore ideas and collect visual and other information. I keep these in my art sketchbook. I use this in developing my work, taking account of the purpose. 	<ul style="list-style-type: none"> My print work includes printing onto fabrics, papers and other materials. I use drawings and designs to bring fine detail into my work. I build up colours in my prints. 	<ul style="list-style-type: none"> I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context. I adapt and refine my work to reflect my own view of its purpose and meaning. 	<ul style="list-style-type: none"> My prints combine a range of visual elements to reflect a purpose. My prints are based on a theme from other cultures. My prints have a starting point from a designer in history.

ART – Painting

	EXPLORING AND DEVELOPING IDEAS	INVESTIGATING AND MAKING	EVALUATING	KNOWLEDGE AND UNDERSTANDING
YEAR 3/4 (LA / MA)	I explore ideas from my imagination or from real starting points.	<ul style="list-style-type: none"> I mix primary colours to make secondary colours. I add white to colours to make tints. I add black to colours to make tones. 	<ul style="list-style-type: none"> I comment on differences in others' work and I suggest ways of improving my own work. 	<ul style="list-style-type: none"> I know the positions of primary and secondary colours in relation to each other on the colour wheel. I link colours to natural and man-made objects.
YEAR 3/4 (MA / HA)	I explore ideas and collect visual and other information for my work	<ul style="list-style-type: none"> I mix colours using tints and tones. I use watercolour paint to produce washes for backgrounds and then add detail. I experiment in creating mood and feelings with colour. 	<ul style="list-style-type: none"> I comment on similarities and differences between my own and others' work. I adapt and improve my own work. 	<ul style="list-style-type: none"> I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.

	EXPLORING AND DEVELOPING IDEAS	INVESTIGATING AND MAKING	EVALUATING	KNOWLEDGE AND UNDERSTANDING
YEAR 5/6 (LA / MA)	I explore ideas and collect visual and other information to help me to develop my work. I keep these in my art sketchbook.	<ul style="list-style-type: none"> I can create colours by mixing to represent images I have observed in the natural and man-made world. I experiment with different colours to create a mood. 	<ul style="list-style-type: none"> I make comments on the ideas, methods and approaches used in my own and others' work, relating these to the context in which their work was made. I adapt and refine my work to reflect the purpose and meaning of the work. 	<ul style="list-style-type: none"> My paintings use colour and shapes to reflect feelings and moods. I sketch (lightly) before I paint so as to combine lines with colour to produce images that convey a purpose.
YEAR 5/6 (MA / HA)	<p>I explore ideas and collect visual and other information. I keep these in my art sketchbook.</p> <p>I use this in developing my work, taking account of the purpose.</p>	<ul style="list-style-type: none"> My painting techniques are well developed. I am developing a style of my own. My paintings convey a purpose. Some of my paintings include texture gained through paint mix or brush technique. 	<ul style="list-style-type: none"> I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context. I adapt and refine my work to reflect my own view of its purpose and meaning. 	<ul style="list-style-type: none"> My paintings are based on observations and can convey realism or an impression of what I observe. I combine colours and create tints, tones and shades to reflect the purpose of my work. The lines in my paintings are sometimes stark and cold and at other times warm to reflect different features or intentions.

MUSIC – Learn to play the Ocarina / Singing songs from ‘Charlie and the Chocolate Factory’

	CONTROLLING SOUNDS (PERFORMING)	CREATING AND DEVELOPING MUSICAL IDEAS (COMPOSING)	RESPONDING AND REVIEWING (APPRAISING)	LISTENING AND APPLYING KNOWLEDGE AND UNDERSTANDING
YEAR 3/4 (LA / MA)	<ul style="list-style-type: none"> I perform with others’, taking instructions from the leader. I make and control long and short sounds using voices and instruments. With help, I can clap longer rhythms. I can make sounds that are very different (loud and quiet, high and low etc). 	<ul style="list-style-type: none"> I use changes in pitch to communicate an idea. I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc). I can show that I can hear different moods in music. I carefully choose sounds to achieve an effect. (including use of ICT). I order my sounds to help create an effect. I can create short musical patterns. I create a sequence of long and short sounds. I create short rhythmic phrases. I show control when playing musical instruments so that they sound, as they should. 	<ul style="list-style-type: none"> I can identify the beat in music. I recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> I listen carefully and recall short rhythmic and melodic patterns. I use my knowledge of dynamics, timbre and pitch to organise my music. I know how sounds can be made and changed to suit a situation. I make my own signs and symbols to make and record my music. I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)
YEAR 3/4 (MA / HA)	<ul style="list-style-type: none"> I can maintain a simple part within a group. I perform with control and awareness of what others in the group are singing or playing. I play notes on instruments with care so they sound clear. 	<ul style="list-style-type: none"> I compose and perform melodies and songs. (Including using ICT.) I use sound to create abstract effects. I create accompaniments for my tunes. My accompaniments use drones or melodic ostinati (based on a pentatonic scale). I carefully choose, order, combine and control sounds with awareness of their combined effect. I recognise and create repeated patterns with a range of instruments. 	<ul style="list-style-type: none"> I describe music using words such as duration, timbre, pitch beat, tempo, and texture. I use these words to identify where my music works well and how it can be improved. I listen to several layers of sound and talk about the effect on the mood and feelings. 	<ul style="list-style-type: none"> I recognise how musical elements can be used together to compose music. I know how many beats in a minim, crotchet and semibreve and I recognise their symbols. I know the symbol for a rest in music, and use silence for effect in my music. I know that the sense of occasion affects the performance. I describe the different purposes of music throughout history and in other cultures. I recognise how musical elements can be used together to compose music

MUSIC – Learn to play the Ocarina / Singing songs from ‘Charlie and the Chocolate Factory’

	CONTROLLING SOUNDS (PERFORMING)	CREATING AND DEVELOPING MUSICAL IDEAS (COMPOSING)	RESPONDING AND REVIEWING (APPRAISING)	LISTENING AND APPLYING KNOWLEDGE AND UNDERSTANDING
YEAR 5/6 (LA / MA)	<ul style="list-style-type: none"> I can sustain a drone or melodic ostinato to accompany singing. I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). I can improvise within a group. I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT). I create my own songs. I create music, which reflects given intentions and uses notations as a support for performance. I identify where to place emphasis and accents in a song to create effects. 	<ul style="list-style-type: none"> I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT). I create my own songs. I create music, which reflects given intentions and uses notations as a support for performance. I identify where to place emphasis and accents in a song to create effects. I can create rhythmic patterns with an awareness of timbre and duration. 	<ul style="list-style-type: none"> I have a range of words to help me describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence). I can describe my music using musical words and I use this to identify strengths and weaknesses in my music. 	<ul style="list-style-type: none"> I can combine sounds expressively. I create songs with an understanding of the relationship between lyrics and melody. I know and use standard musical notation of crotchet, minim and semibreve, to indicate how many beats to play. I can read the musical stave and can work out the notes, EGBDF and FACE. I can draw a treble clef at the correct position on the stave. I use the venue and sense of occasion to create performances that are well appreciated by the audience.
YEAR 5/6 (MA / HA)	<ul style="list-style-type: none"> I perform alone and in a group, displaying a variety of techniques. I take turns to lead a group. I perform showing expression. I hold my part in a round. I am confident in singing and playing solo. I maintain my own part with an awareness of what others are playing. I play the more complex instrumental parts (e.g. xylophone, flute, recorder, violin, cello or clarinet with control). 	<ul style="list-style-type: none"> I demonstrate imagination and confidence in the use of sound. I use ICT to organise my musical ideas. I show thoughtfulness in selecting sounds and structures to convey an idea. I create my own musical patterns. I see a variety of different musical devices including melody, rhythms, and chords. 	<ul style="list-style-type: none"> I understand how lyrics reflect the cultural context and have social meaning. I use this knowledge to enhance my own compositions. I appreciate harmonies and work out how drones and melodic ostinati are used to accompany singing. I refine and improve my work. I identify cyclic patterns. 	<ul style="list-style-type: none"> I know and use standard musical notation to both perform and record my music. I use my musical vocabulary to help me understand how best to combine musical elements. I can quickly read notes and know how many beats they represent. I use different venues and occasions to vary my performances. I understand the different cultural meanings and purposes of music, including contemporary cultural

DESIGN TECHNOLOGY – Paper / Card (nets / packaging for own chocolate bar etc)

	DEVELOPING, PLANNING AND COMMUNICATING IDEAS	WORKING WITH TOOLS, EQUIPMENT, MATERIALS AND COMPONENTS TO MAKE QUALITY PRODUCTS	EVALUATING PROCESSES AND PRODUCTS	KNOWLEDGE AND UNDERSTANDING OF MATERIALS AND COMPONENTS
YEAR 3/4 (LA / MA)	<ul style="list-style-type: none"> I think of ideas and plan what to do next, based on what I know about materials and components. I select the appropriate tools, techniques and materials, explaining my choices. I use models, pictures and words to describe my designs. 	<ul style="list-style-type: none"> I have made a structure. I describe the materials I have used to make my structure. I measure and mark out the materials I need for my structure. I finish off my work so it looks neat and tidy. My structures use materials that are strong. I measure and mark out materials with care and use safe ways of cutting it, including using a junior hacksaw. I use a range of joins. 	<ul style="list-style-type: none"> I recognise what I have done well in my work. I suggest things I could do in the future. 	<ul style="list-style-type: none"> I have found out how to make materials for my structure stronger by folding, joining or rolling. I know how to make structures stronger by folding, joining or by shape (columns, triangles).
YEAR 3/4 (MA / HA)	<ul style="list-style-type: none"> I generate ideas and recognise that my designs have to meet a range of different needs. I make realistic plans to achieve my aims. I think ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques. I clarify my ideas using labelled sketches and models to communicate the details of my designs. 	<ul style="list-style-type: none"> I use scoring, and folding to shape materials accurately. I make cuts (scissors, snips, saw) accurately. I make holes (punch, drill) accurately. My methods of working are precise so that products have a high quality finish. 	<ul style="list-style-type: none"> I identify where my evaluations have led to improvements in my products. 	<ul style="list-style-type: none"> I join materials to make products using both permanent and temporary fastenings.

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YEAR 5/6 (LA / MA)	<ul style="list-style-type: none"> I generate ideas by collecting and using information. I take the views of users' into account when designing my products. I produce step-by-step plans. I communicate alternative ideas using words, labelled sketches and models showing that I am aware of the constraints of my design. 	<ul style="list-style-type: none"> I measure using mm and then use scoring, and folding to shape materials accurately with a focus on precision. I make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate and improve my technique. I make holes (punch, drill) accurately. My methods of working are precise so that products have a high quality finish. 	<ul style="list-style-type: none"> I reflect on my designs and develop them bearing in mind the way they will be used. I identify what is working well and what can be improved. 	<ul style="list-style-type: none"> My joins are strong and stable, giving extra strength to my products. Some joins are flexible to allow for dismantling or folding.
YEAR 5/6 (MA / HA)	<ul style="list-style-type: none"> I draw on and use various sources of information. I use my understanding of familiar products to help develop my own ideas. I work from my own detailed plans, modifying them where appropriate. I clarify my ideas through discussion, drawing and modelling. I communicate my ideas. 	<ul style="list-style-type: none"> I measure and select materials with cost and workability in mind. I make very careful and precise measurements so that joins, holes and openings are in exactly the right place. I ensure that edges are finished by sometimes adding other materials. (e.g. edging strips). My product is well received by intended users. 	<ul style="list-style-type: none"> I reflect on my designs and develop them bearing in mind the way they will be used. I test and evaluate my products, showing that I understand the situations my products will have to work. I am aware that resources may be limited (budget, time, availability). I evaluate my products and how I used information sources to inform my design. 	<ul style="list-style-type: none"> I hide some joints for aesthetic effect.

DESIGN TECHNOLOGY – Food – making own chocolate bar.

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YEAR 3/4 (LA / MA)	<ul style="list-style-type: none"> I think of ideas and with help, can put them into practice. I know the features of familiar products. I use pictures and words to describe what I want to do. 	<ul style="list-style-type: none"> I prepare food safely and hygienically and can describe what this means. I describe the properties of the food ingredients: taste, smell, texture, and consistency. I weigh or measure my ingredients accurately. I describe my food product using its properties. 	<ul style="list-style-type: none"> I recognise what I have done well in my work. I suggest things I could do in the future. 	<ul style="list-style-type: none"> I learn how to best store my product for long-life and hygiene.
YEAR 3/4 (MA / HA)	<ul style="list-style-type: none"> I generate ideas and recognise that my designs have to meet a range of different needs. I make realistic plans to achieve my aims. I think ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques. I clarify my ideas using labelled sketches and models to communicate the details of my designs. 	<ul style="list-style-type: none"> I select ingredients for my food product. I work in a safe and hygienic way. I measure out my ingredients by weight or quantity, using scales where appropriate. My food product is presented to impress the intended user. 	<ul style="list-style-type: none"> I identify where my evaluations have led to improvements in my products. 	<ul style="list-style-type: none"> I describe my food product in terms of taste, texture, flavour and relate this to the intended purpose of the food. My product has been cooked or chilled to change the nature of the raw ingredients.

DESIGN TECHNOLOGY – Food – making own chocolate bar

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YEAR 5/6 (LA / MA)	<ul style="list-style-type: none"> I generate ideas by collecting and using information. I take the views of users' into account when designing my products. I produce step-by-step plans. I communicate alternative ideas using words, labelled sketches and models showing that I am aware of the constraints of my design. 	<ul style="list-style-type: none"> My food product uses a selection of ingredients to meet an identified need. (e.g.. lunchtime snack, healthy sandwich, low gluten). I work in a safe and hygienic way. My food is well presented and packaged using other DT skills. I persuade others to take an interest in my product by using my persuasive writing skills that describe the qualities of my product. 	<ul style="list-style-type: none"> I reflect on my designs and develop them bearing in mind the way they will be used. I identify what is working well and what can be improved. 	<ul style="list-style-type: none"> I understand that some foods may not be eaten raw, as it is unsafe. I understand that cooking alters the flavour and texture of foods and use this knowledge in my designs.
YEAR 5/6 (MA / HA)	<ul style="list-style-type: none"> I draw on and use various sources of information. I use my understanding of familiar products to help develop my own ideas. I work from my own detailed plans, modifying them where appropriate. I clarify my ideas through discussion, drawing and modelling. I communicate my ideas. 	<ul style="list-style-type: none"> I use my science knowledge of micro-organisms to store and prepare food properly. I use my science knowledge of irreversible changes to create food products that combine to make a new material, that I can then describe using its sensory qualities. 	<ul style="list-style-type: none"> I reflect on my designs and develop them bearing in mind the way they will be used. I test and evaluate my products, showing that I understand the situations my products will have to work. I am aware that resources may be limited (budget, time, availability). I evaluate my products and how I used information sources to inform my design. 	<ul style="list-style-type: none"> I use proportions and ratio to produce recipes of my food product, scaling up and down for different quantities.