

Cycle 2 – Spring Term

Y 3\4 Rock on Through the Ages

All subjects are directly linked to the National Curriculum’s programmes of study.

	MFL	PSHE	PE	Music	Computing
<p><i>National Curriculum objectives and coverage</i></p>	<p>French Year 3</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Recognise and respond to familiar spoken words, phrases and sentences (such as instructions/classroom vocabulary). Ask and answer simple questions. Perform simple communicative tasks using correct pronunciation. Recognise some familiar words in written form. Read a simple sentence, rhyme or poem. Write simple words.</p> <p><u>Knowledge</u> Identify countries where the language is spoken. Discuss similarities and differences of social conventions between different cultures. Recognise a children’s song/rhyme well known to native speakers.</p> <p>Year 4</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Identify words/short phrases and recognise/compare different sounds. Ask and answer a wider range of questions. Memorise and present a short spoken text. Read and understand a range of familiar written phrases. Read a wider range of words, phrases and sentences aloud. Write some familiar words and phrases without help.</p> <p><u>Knowledge</u> Discuss festivals and celebrations in different cultures. Compare aspects of everyday life at home and abroad. Identify similarities in some traditional stories.</p>	<p>Relationships-TEAM (Together everyone achieves more)</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Develop teamwork skills. Be considerate. Resolve conflicts peacefully. Have a positive impact on the team.</p> <p><u>Knowledge</u> Identify the impact their actions have on others. Work effectively as part of a team.</p> <p>Health and Wellbeing - Think Positive</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Recognise positive and negative feelings. Think positively. Take responsibility. Manage difficult emotions.</p> <p><u>Knowledge</u> To know how our attitude towards life can affect our mental health. Use positive thinking to resolve problems and move forward.</p>	<p>Play competitive games: Handball.</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Begin to pass the ball in different ways e.g. chest, bounce, low, high, shoulder. Understand and follow the rules of a game. Start to learn about the principles suitable for attacking and defending.</p> <p><u>Knowledge</u> Use running, jumping, throwing and catching in isolation and in combination. Apply basic principles for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance: Athletic Activities (Multi-skills).</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Improve the height achieved from a vertical jump with a standing start position. Improve in a range of physical activities focused on improving agility, control and balance. Collaborate and compete with others in pursuit of personal bests. Develop agility, balance and co-ordination skills.</p> <p><u>Knowledge</u> Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Perform dances using a range of movement patterns: Dance.</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Explore and learn actions, gestures, body shapes, rhythms and travelling patterns that suit the style. Respond physically to a range of stimuli, particularly musical accompaniment.</p> <p><u>Knowledge</u> Perform dances using a range of movement patterns. Evaluate and recognise their own success.</p> <p>Develop flexibility, strength, technique, control and balance: Fitness (Circuit Training)</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Collaborate with others to keep track of personal achievement. Compete with others (and the past self) at various fitness stations. Develop flexibility, strength, technique, control and balance.</p> <p><u>Knowledge</u> Compare performances with previous ones and demonstrate improvement to achieve their personal best. Develop an understanding of how to improve in different physical activities.</p>	<p>Y3</p> <p>Reggae and Bob Marley. Three Little Birds by Bob Marley</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Listen & Appraise. Begin to recognise styles. Find the pulse. Recognise instruments, discuss, listen. Discuss other dimensions of music. Explore the link between sound and symbol.</p> <p><u>Knowledge</u> Singing - continue to sing, learn about singing and vocal health. Improvisation -continue to explore and create own responses, melodies and rhythms. Composition - continue to create own responses, melodies and rhythms and record them in some way. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p> <p>Y4</p> <p>Stop! By Joanna Mangona (Grime)</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> 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.</p> <p><u>Knowledge</u> Identify basic musical styles through learning about their style indicators and the instruments played. Find the pulse, the steady beat to the music and understand what that means. More consistently use accurate musical language to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>	<p>Programming and Algorithms</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Understand that a computer program runs sequentially. Discuss what a program does based on its code. Break down a problem into its smaller steps. Plan what needs to be written for each stage. Write a computer program containing a loop, conditionals and variables. Show care and precision to avoid errors. Use some terminology for loops and selection when discussing an algorithm. To discuss sort and search algorithms.</p> <p><u>Knowledge</u> Create a program which includes sequence, selection and repetition. Use logical reasoning to detect and correct errors in algorithms and programs. Explore the effect of changing the variables in simulations. Debug a program after testing it. Write an algorithm for a task. Debug an algorithm after testing it. Evaluate the efficiency of an algorithm. Record a more complex algorithm using a flowchart.</p> <p>Finding Out</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Use a spreadsheet program to automatically create charts and graphs from data. Use the ‘more than’, ‘less than’ and ‘equals’ tools to compare different numbers and help to work out solutions to calculations. Describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. Add a formula to a cell to automatically make a calculation in that cell.</p> <p><u>Knowledge</u> To use data to interpret and answer a specific question. Make practical use of a spreadsheet. Store and access data using a database. Turn questions into search criteria and use database tools to find answers. Represent data in a database using appropriate data types.</p> <p>Online Safety We follow ‘Education for a Connected World’.</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> To have strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p> <p>Privacy and Security</p> <p><u>Knowledge</u> To know how personal online information can be used, stored, processed and shared. Develop both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise</p>

Cycle 2 – Spring Term

Year 5\6 The Ancient World

All subjects are directly linked to the National Curriculum’s programmes of study.

	MFL	PSHE	PE	Music	Computing
<p><i>National Curriculum objectives and coverage</i></p>	<p>French Y5</p> <p><u>Subject Endpoints</u></p> <p>Skills Participate in a short conversation. Understand and express simple opinions. Pick out some detail from short spoken passages. Use a model to make a short presentation. Read and understand some of the main points of a text. Understand how a simple sentence is written. Write words, phrases and a few sentences using a model.</p> <p>Knowledge List some similarities and differences between contrasting localities. Understand how symbols/products/objects can represent the culture(s) of a country. Recognise how aspects of the culture become incorporated into the lives of others.</p> <p>Y6</p> <p><u>Subject Endpoints</u></p> <p>Skills Listen to and understand the main points from a short spoken passage. Listen and speak with increasing confidence (converse briefly without prompts). Prepare and perform a short presentation. Read aloud with confidence, enjoyment and expression, in chorus or individually. Read and understand the main points – and some detail – from a short text. Write several sentences from memory and develop a short text using a model.</p> <p>Knowledge Demonstrate an understanding of and respect for cultural diversity. Present information about an aspect of another country.</p>	<p>Relationships –TEAM</p> <p><u>Subject Endpoints</u></p> <p>Skills Focus on the positive qualities of a team. To communicate effectively. How to disagree respectfully. How to compromise to ensure that a group task is completed successfully.</p> <p>Knowledge To realise the importance of how to care for team members and the shared responsibilities a team has.</p> <p>Health and Wellbeing-DARE Programme (Year 6)</p> <p>Key Topics Illegal and legal drugs including alcohol, tobacco, solvents, prescription drugs. Hate crime covering difference, prejudice and respect. Knife crime including the law, safety and risks and consequences.</p> <p>Living in the Wider World – Britain</p> <p><u>Subject Endpoints</u></p> <p>Skills To know that Britain represents a wide range of faiths and ethnicities. Know that British Values support all. Know about the law and the consequences for not following it. Identify the roles of local and national government. To know the role of charities and voluntary groups in British society.</p> <p>Knowledge Identify how to make a positive contribution to the community.</p>	<p>Play competitive games: Tag Rugby.</p> <p><u>Subject Endpoints</u></p> <p>Skills Improve ball handling skills and become more confident holding and moving with the ball. Know about the importance of agility and evading defending players. Gain an understanding of the need to move into space in order to keep possession of the ball. Understand the importance of finding space and playing in assigned positions.</p> <p>Knowledge Build on and consolidate the application of principles suitable for attacking and defending. Play competitive games of Tag Rugby.</p> <p>Play competitive games: Handball.</p> <p><u>Subject Endpoints</u></p> <p>Skills Improve ball handling skills and become more confident holding and moving with the ball. Continue to improve and expand a range of passing techniques. Communicate with teammates in order to achieve a common goal. Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Knowledge Build on and consolidate the application of principles suitable for attacking and defending. Play competitive games of Tag Rugby.</p> <p>Indoor Athletics (Sportshall Athletics)</p> <p><u>Subject Endpoints:</u></p> <p>Skills To develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Knowledge Compete with other children working at a similar level. Develop an understanding of how to improve in different physical activities.</p> <p>Dance</p> <p><u>Subject Endpoints:</u></p> <p>Skills Explore and learn actions, gestures, body shapes, rhythms and travelling patterns that suit the style. Respond physically to a range of stimuli, particularly musical accompaniment. To copy and adapt different step patterns and gestures on own, with a partner and in a group.</p> <p>Knowledge To confidently perform dances with a range of movement patterns. To communicate with other children in order to create and refine performances.</p>	<p>Y5 Make You Feel My Love Make You Feel My Love by Bob Dylan – Adele version</p> <p><u>Subject Endpoints</u></p> <p>Skills Find the pulse together whilst listening to the song/s. Encourage listening with increasing concentration and with a deeper focus. Continue to learn to recognise style indicators. Continue to learn to recognise and revisit different instruments. Use correct musical language even more consistently during discussion and when describing feelings. Discuss confidently other dimensions of music and how they fit into the music listened to.</p> <p>Knowledge Continue to identify musical styles through learning about their style indicators and the instruments played. Find the pulse confidently and innately, of the music listened to and understand what that means. Use accurate musical language to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Include tempo, dynamics, timbre, texture and structure if possible.</p> <p>Y6 A New Year Carol- Benjamin Britten’s music.</p> <p><u>Subject Endpoints</u></p> <p>Skills Find the pulse together whilst listening to the song/s. Encourage listening with increasing concentration and with a deeper focus. Continue to learn to recognise style indicators. Continue to learn to recognise and revisit different instruments. Use correct musical language even more consistently during discussion and when describing feelings. Discuss confidently other dimensions of music and how they fit into the music listened to.</p> <p>Knowledge Continue to identify musical styles through learning about their style indicators and the instruments played. Find the pulse confidently and innately, of the music listened to and understand what that means. Use accurate musical language confidently and with understanding to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/ understand/explain/give examples and show how pulse, rhythm, tempo, timbre, texture, structure and pitch fit together.</p>	<p>Programming</p> <p><u>Subject Endpoints</u></p> <p>Skills Break down a problem into its smaller steps. Plan what needs to be written for each stage. Write a computer program with several steps in order to achieve a goal. Debug a program after testing it. Use a variable and relational operators within a loop. Plan what needs to be written for each stage. Design solutions by decomposing a problem and creating a sub-solution for each of the parts. Know that different solutions exist for the same problem. Know the difference between, and appropriately use, ‘if’ and ‘if, then and else’ statements.</p> <p>Knowledge Design, write and debug programs that accomplish specific goals and solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs. Work with variables and various forms of input and output.</p> <p>Finding Out</p> <p><u>Subject Endpoints</u></p> <p>Skills Use the ‘how many’ tool. Create simple formulae that use different variables. Create charts using appropriate data to interpret and answer a specific question. Create a spreadsheet to answer a mathematical question and solve real-life problems.</p> <p>Knowledge Collect, analyse, evaluate and present data and information. Identify and collect appropriate data to answer my questions. Interrogate a database using sensible questions.</p> <p>Online Safety We follow ‘Education for a Connected World’.</p> <p>Copyright and Ownership</p> <p><u>Subject Endpoints</u></p> <p>Skills To have strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p> <p>Knowledge Know how personal online information can be used, stored, processed and shared. Develop both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>

