Lammack Primary School

KS1 - Year B Curriculum Overview

Science

Plants

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

Plants

Pupils should be taught to:

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Everyday materials

Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Uses of everyday materials

Pupils should be taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Working Scientifically

Geography

Locational Knowledge

Name and locate the world's continents and oceans.

Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

Where do we live? (Address, postcode, county, British Isles)
Capital city of England.
Notable landmarks of the countries in the UK.

Place Knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country.

Human & Physical Geography

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather.

- key human features, including: city, town, village, factory, farm, house, office, and shop. (Vocabulary to describe their environment)

Geographical Skills & Field work

Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map.

Use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key. (Digimaps).

Computing

Information Technology

Use technology to organise, store, manipulate and retrieve digital content.

Log on
Typing skills
Save work
Mouse skills
Word processing with a range of digital content – photos, text, sound (open existing file, edit and save).
Sort, collate, edit and store simple digital content.
[Purple Mash 2Quiz *example (sorting shapes),* 2Code *design mode (manipulating backgrounds) or using pictogram software such as* 2Count]

Digital Literacy

Recognise common uses of information technology beyond school

Online safety

Modern technology
Information technology beyond school

Digital Literacy

Recognise common uses of information technology beyond school

Animation
Make links between technology they see around them, coding and multimedia work they do in school.
['Safe Search Kids', 2Publish, animations]

Digital Literacy

Use technology safely and respectfully, keeping personal information private

Online safety

Keeping username and passwords safe

Term three:

Digital Literacy

Present

Dazzle
Power point

Digital Literacy

Use technology safely and respectfully, keeping personal information private

Online safety

Ownership of work, save in private folder

Design Technology

Textiles:

Design: Design appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, and templates.

Make: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting and joining]. Select from and use a wide range of materials including textiles according to their characteristics.

Evaluate: Evaluate their ideas and products against design criteria.

e.g. Superhero sock puppets.
e.g. Create your own Elmer.

Mechanisms (wheels and axels):

Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, where appropriate information technology *e.g. Purple Mash design programme for a vehicle.*

Make: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping and finishing]. Select from and use a wide range of materials including construction materials according to their characteristics.

Evaluate: Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.

Technical Knowledge: Explore and use mechanisms (wheels and axels) in their product.

e.g. Building a vehicle relating to the topic (if applicable) or farming machinery linked to cooking and nutrition.
e.g. Finger skateboard

Cooking and Nutrition

To understand where food comes from.
Use the principles of a healthy and varied diet to prepare dishes.
e.g. (Farm/Plants) To make a sandwich/wrap
Skills – cutting, spreading

Music

use their voices expressively and creatively by singing songs and speaking chants and rhymes
play tuned (glockenspiel) and untuned instruments musically
listen with concentration and understanding to a range of high-quality live and recorded music (this is depending on topic? Could focus on a decade each year)
experiment with, create, select and combine sounds using the interrelated dimensions of music – (the elements of music - rhythm, dynamics, tempo, melody, texture timbre (register, range and instrumentation)
feel and keep a steady pulse
to visually represent a sound through drawing

Art & Design

Drawing (line, shape, form and space)
Experiment with a variety of media;
Pencils: Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling and stippling.
Crayons and felt tips: Begin control the types of marks made with the range of media. Draw on different surfaces with a range of media and start to record simple media explorations.
Texture: Investigate textures by describing, naming, rubbing, copying. Continue to Investigate textures and produce an expanding range of patterns.
Artists: Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss own work and others work, expressing thoughts and feelings.
Painting (colour and texture)
Texture: Experiment with a variety of media; different brush sizes and tools.
Begin to mix colour shades and tones of the same colour.
Create texture using a dry brush or adding surplus water
Colour: Explore lightening and darkening paint without the use of black or white.
Artists: Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss own work and others work, expressing thoughts and feelings.
Sculpture (recycled materials using an artist as a focus)
Equipment: Use tools and equipment safely and in the correct way.
Sculpture: Shape, form, construct and model from observation and imagination (based on an artist's work in year A).
Evaluate Throughout.

History

Changes within living memory:
Where appropriate these should be used to reveal aspects of change in national life.
Significant individuals:
To include the lives of significant people from the past who have contributed to national achievements.
For example: The Queen
A sports person – Muhammed Ali, Tanni Grey Thompson, Sebastian Coe.
Rosa Parks
Nelson Mandela
Baroness Floella Benjamin
Significant events:
This should include people and places in their own locality.

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Lower KS2 - Year B Curriculum Overview

Science

Plants
• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
• investigate the way in which water is transported within plants
• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals, including humans
• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
• identify that humans and some other animals have skeletons and muscles for support, protection and movement

Living things and their habitats
• recognise that living things can be grouped in a variety of ways
• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
• recognise that environments can change and that this can sometimes pose dangers to living things

Animals, including humans
• describe the simple functions of the basic parts of the digestive system in humans
• identify the different types of teeth in humans and their simple functions
• construct and interpret a variety of food chains, identifying producers, predators and prey

States of matter
• 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

Rocks
Pupils should be taught to:
• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
• describe in simple terms how fossils are formed when things that have lived are trapped within rock
• recognise that soils are made from rocks and organic matter

Working Scientifically

Geography

Locational Knowledge
Where do we live? Locate and name the northern counties in England.

Place Knowledge.
Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (comparison of Blackburn to the Lake District), a region or area in a European country (Twinned town in Germany/Poland).

Human &Physical Geography
Describe and understand key aspects of:
- physical geography, including: volcanoes and earthquakes.
- human geography, including: settlements, land use, including trade links.

Geographical Skills & Field work
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.

History

- Local History Study: *This could include: a study of an aspect of history or a site from a period beyond 1066 that is significant in the locality [for example, The trial of the Pendle witches]*
- The Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor: *This could include: Viking raids and invasion, Resistance by Alfred the Great and Althelstan, the first king, Further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066*
- Britain's Settlement by Anglo-Saxons and Scots. *This could include: Roman withdrawal from Britain in c CE 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture, Christian conversion-Canterbury, Iona and Lindisfarne.*

Computing

Information Technology
Present
Safe search for information to store
Branching databases
Databases
Use databases to search
[2Questions, 2Respond, 2Graph]
Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
stay safe, conduct
using 'safe search kids'
using other search engines 'google' safely

Digital Literacy
Communication
introduce basic computer network hardware (CPU etc)
Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
e-mail
password safety
[2Email]

Digital Literacy
Create
Paint.net
Photographs – edit (link to evaluating digital content)
Digital Literacy
identify a range of ways to report concern about content and contact.
Online safety
Reporting
Online gaming
Online bullying
Online relationships

Art and Design

Drawing (line, shape, form and space)
Sketchbook: Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.
Drawing with pencil: Develop intricate patterns using different grades of pencil and other implements to create texture.
Tone: Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit.
Artists: Discuss and review own and others work, expressing thoughts and feelings, and identify changes and see how they can be developed further. Explore a range of great artists.
Evaluate throughout
Painting (pattern and texture)
Generation from different sources: Start to develop a painting from a drawing. Begin to choose appropriate media to work with.
Colour: Use light and dark within painting and show understanding of complementary colours. Mix colour, shades and tones with increasing confidence.
Artists: Start to look at working in the style of a selected artist (not copying). Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.
Evaluate throughout
Sculpture (clay and wood)
Equipment: Use tools and equipment safely and in the correct way.
Sculpture: Shape, form, construct and model from observation and imagination
Evaluate throughout

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- to begin to use and understand staff and other musical notations – treble clef, crotchet, quavers, rest.
- develop an understanding of the history of music - 'The Great Composers' (pre 1960 e.g. Classical, Renaissance, Impressionism etc…)
- recognise that the beat within a piece of music is organised into sections called bars.

D.T

Design: Use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas.

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

Evaluate: Analyse a range of existing products. Evaluate their ideas and products against their own design criteria.

Mechanical Systems (cams): Technical Knowledge- Understand and use mechanical systems in their products [for example cams]. *e.g. Story telling moving mechanism or mechanical toy*

Electrical systems: Technical Knowledge- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs] *e.g. Light up signs* or *torches*, how key events and individuals in design and technology have helped shape the world (*Thomas Edison).*

Cooking and Nutrition (Healthy Breakfast)- 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, e.g. Healthy muesli or porridge.

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Upper KS2 - Year 5 Curriculum Overview

Science

Living things and their habitats
Pupils should be taught to:
describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
describe the life process of reproduction in some plants and animals

Animals, including humans
Pupils should be taught to:
describe the changes as humans develop to old age

Properties and changes of materials
Pupils should be taught to:
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. Recap the water cycle

Earth and space
Pupils should be taught to:
describe the movement of the Earth and other planets relative to the sun in the solar system
describe the movement of the moon relative to the Earth
describe the sun, Earth and moon as approximately spherical bodies
use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Forces
Pupils should be taught to:
explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
identify the effects of air resistance, water resistance and friction, that act between moving surfaces
recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Working Scientifically

Geography

Locational Knowledge
Locate 10 countries in Europe (France, Spain, Italy, Germany, Poland, Belgium, Sweden, Denmark, Finland, Norway), using maps to focus on Europe and concentrating on environmental regions, key physical and human characteristics, countries, and major cities. Name counties North of Birmingham and cities of the United Kingdom, geographical regions and their identifying human and physica characteristics, including key topographical features and land use patterns; and understand how some of these aspects have changed over time. (time and space).

Human &Physical Geography
Describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,, and - human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies

Geographical Skills & Field work
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History

- **A Local History study:** How Blackburn has changed over time.
- **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:** World War II.
- **Achievement of the earliest civilisations:** Ancient Egypt

Computing

Computer Science
Design, write and debug programs that accomplish specific goals.
Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
Scratch 2
[2Code]
Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
Apps – location services
Online gaming
Online bullying
Online relationships

Information Technology
Present data and information
Safe search
Use of search engines
Credible sources
Non-linear Power point presentation
Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
Current apps in use, acceptable use.

Information Technology
Email
[2Email]
Analyse data and information
Databases
Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
Body image – social perception
Email
[2Response, 2Email]

Art and Design

Drawing (line, shape, form and space)
Create a detailed drawing
Develop a key element of their work: line, tone, pattern, texture.
Start to develop their own style using tonal contrast and mixed media.
Perspective: Have opportunities to develop further simple perspective in their work using a single focal point and horizon.
Artists: (Lowry, John Piper, Egyptia Sculptor)Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
Evaluate throughout

Painting (colour and texture)
Colour: Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.
Style: Start to develop their own style using tonal contrast and mixed media.
Artists: Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.
Evaluate throughout

Sculpture (Mod Rock and textiles)
Equipment: Use tools and equipment safely and in the correct way.
Sculpture: Shape, form, construct and model from observation and imagination
Evaluate throughout

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music - (the elements of music - rhythm, dynamics, tempo, melody, texture timbre (register, range and instrumentation), harmony, form (how the music is organised))
- listen with attention to detail and recall sounds with increasing aural memory (focus on timbre of different sounds – the quality of the **sound**. For example, is it a metal or wooden instrument playing the same pitch)
- to develop the use and understand staff and other musical notations to support the recording of their compositions (revision of treble clef, crotchet, quavers, rest)
- graphic score to record composition work.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians from their focus decade.
- develop an understanding of the history of music – 80s music.

D.T

Textiles:
Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces.

Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting and joining], accurately. Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.
Evaluate: Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Understand how key events and individuals in design and technology have helped shape the world (Fashion/furnishing designs). *e.g. Funky furnishings, Super cool slippers.*

Mechanical Systems (pulleys or gears):
Design: Use research and develop design criteria to inform the design of functional products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches and computer aided design (*Purple mash design programme).*
Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting and joining], accurately. Select from and use a wider range of materials and components according to their functional properties.
Evaluate: Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Technical Knowledge: Understand and use mechanical systems in their products [for example levers and pulleys].
e.g. Behead or hang King Charles the 1st.

Cooking and Nutrition
Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
e.g. Juicy, tasty burgers

Lammack Primary School

Upper KS2 - Year 6 Curriculum Overview

Science

Living things and their habitats
Pupils should be taught to:
describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
give reasons for classifying plants and animals based on specific characteristics

Animals including humans
Pupils should be taught to:
identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
describe the ways in which nutrients and water are transported within animals, including humans

Evolution and inheritance
Pupils should be taught to:
recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Light
Pupils should be taught to:
recognise that light appears to travel in straight lines
use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Electricity
Pupils should be taught to:
associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
use recognised symbols when representing a simple circuit in a diagram

Working Scientifically

Geography

Locational Knowledge
Locate the world's countries, using maps to focus on North and South America and 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, including hills, mountains, cities and rivers.
Use maps, atlases, globes and digital/computer mapping locate countries and describe features studied.

Place Knowledge.
Compare a region in UK with a region in N. or S. America with significant differences and similarities.

Human &Physical Geography
Understand geographical similarities and differences through the study of human and physical geography of a region or area within North or South America.

Geographical Skills & Field work
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
Use the eight points of a compass, four-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.
Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History

A non-European Society: *Early Islamic Civilisation, including a study of Baghdad c CE 900, 'The Islamic Golden Age', Its influence on the western world*
A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. *This could include: Changes in leisure and entertainment in the 20th century, A significant turning point in British history [The Railways from Victorian times to the present, the Battle of Britain, joining the European Union.]*
Chronology and the major influence Britain has had on the world eg computing, inventions and significant individuals. *This could include: Steve Jobs, Mark Zukerberg, John Logie Baird, Alexander Graham*

Computing

Computer Science
Design, write and debug programs that accomplish specific goals.
Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
Lego

Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
Personal privacy
Mental wellbeing
Online reputation
Copyright, Permissions and Ownership

Digital Literacy
Present data and information
Safe search
Prezi
Website design
Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
Social media apps
Social perception
Health well-being and lifestyle
Managing online information
Password security – unique.

Information Technology
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
Blogging
[2Blog, display boards]
Analyse data and information
Networks
Spreadsheets with formula – Excel
Data logging
Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
Online gaming
Chatrooms
Reporting

Art and Design

Drawing (line, shape, form and space)
Create a detailed drawing
Develop own style of drawing using tonal contrast and mixed media
Adapt their work according to their views and describe how they might develop it further.
Composition: Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.
Artists: Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
Evaluate throughout

Painting (pattern and texture)
Style: Work in a sustained and independent way to develop their own style of painting. Create work from variety of sources.
Understanding: Show an understanding of what works well in their work and why.
Artists: Annotate work in sketchbook. Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work.
Evaluate throughout

Sculpture (electricity and carving)
Equipment: Use tools and equipment safely and in the correct way.
Sculpture: Shape, form, construct and model from observation and imagination

Evaluate throughout

Music

- play and perform in solo and ensemble contexts, using their voices – Year 6 end of year production.
- Played tuned percussion eg. glockenspiels and recorders.
- use and understand staff and other musical notations – understand the treble clef, semibreve, minim, crotchet, quaver, rests, dotted notes, pitch, time signature.
- listen with attention to detail and recall sounds with increasing aural memory.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians from their focus decade.
- develop an understanding of the history of music - focus on 60s

D.T

Structures (Shell structures including computer aided design):
Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.

Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.
Evaluate: Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Technical Knowledge: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
e.g. Gingerbread houses
e.g. Bug Hotel

Electrical Systems (Including programming, monitoring and control):
Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion and annotated sketches and computer-aided design *(Purple mash design programme).*
Make: Select from and use a wider range of tools and equipment to perform practical accurately. Select from and use a wider range of materials and components according to their functional properties.
Evaluate: Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Understand how key events and individuals in design and technology have helped shape the world.
Technical Knowledge: Understand and use electrical systems in their products [for example, series circuits incorporating switches and buzzers or motors]. Apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition
Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
e.g. Delicious Nachos