



Curriculum 2024/25

Curriculum Intent Statement:

Our school motto 'Learning to Live, Living to Learn' is very much at the core of our curriculum. We aim to provide a curriculum that equips pupils with life skills for the future at all levels.

Our curriculum is designed to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- allow the children to develop interpersonal skills
- build resilience and become creative, critical thinkers.
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. This involves developing learning attitudes and resilience – acquiring an understanding that we learn from occasional mistakes made. Teaching the skills of interacting with others, questioning, reasoning and explaining help to create a positive attitude to learning.

English

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing Genres	Letters Narrative Biography	Narrative Explanation Poetry	Instructions Non-Chronological report Narrative	Persuasive argument Recount Narrative	Newspaper report Balanced argument Speech	Poetry Persuasive advert
GPS Knowledge	<ul style="list-style-type: none"> - nouns - sentence types - relative clauses - nouns made from adjectives, with the suffixes <i>ance / ence</i> e.g. <i>innocence (innocent)</i> - Colons and semi-colons - Subject and object - synonyms and antonyms - parenthesis - perfect tenses - determiners - preposition phrases 					

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| | <ul style="list-style-type: none">- adverbials- hyphens- apostrophes- spell adjectives made from verbs e.g. noticeable (notice), reliable (rely)- homophones- statements- commas for all purposes- commands, questions and exclamations- homophones |
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Maths						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Blocks	Place Value Addition / Subtraction	Area Multiplication & Division A	Multiplication & Division B	Fractions Decimals A	Decimals B Money Time	Shape Statistics Position & Direction

Science							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Topics	<p><u>Animals Including Humans</u> 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.</p> <p>I know how to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood I know how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p><u>Light</u> 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.</p> <p>I know how to recognise that light appears to travel in straight lines</p>	<p><u>Evolution and Inheritance</u> 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.</p> <p>I know how to recognise that living things have changed</p>	<p><u>Electricity</u> 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.</p> <p>I know how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>I know how to compare and give reasons for</p>	<p><u>Living Things and their Habitats</u> 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.</p> <p>I know how 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</p> <p>I know how to give reasons for classifying plants and animals based on specific characteristics</p>		

	I know how to describe the ways in which nutrients and water are transported within animals, including humans	<p>I know how to 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</p> <p>I know how to 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</p> <p>I know how to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>I know how to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>I know how to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>I know how to use recognised symbols when representing a simple circuit in a diagram</p>	
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing	<p>OSS: To recognise warning signals to identify that someone may not be who they say they are online. E.g. asking for personal information, photos, school, address, phone number.</p> <p>I know that there are different coding languages and can consider their pros and cons. PC1</p> <p>EVALUATION*: To be able to make choices about which coding</p>	<p>I know that there are different coding languages and can consider their pros and cons. PC1</p> <p>EVALUATION*: To be able to make choices about which coding language is most appropriate to use and explain why.</p> <p>I know how to confidentially write complex algorithms to achieve specific goals in a variety of ways. PC2</p>			<p>I know that there are different coding languages and can consider their pros and cons. PC1</p> <p>EVALUATION*: To be able to make choices about which coding language is most appropriate to use and explain why.</p> <p>I know how to confidentially write complex algorithms to achieve specific goals in a variety of ways. PC2</p> <p>LOGIC*: To continue to</p>	<p>I can produce work considering my target audience using advanced features of a program.</p> <p>UT1: To continue to produce work using a computer, using more advanced features of programs and tools e.g. I can use organisational features, select backgrounds with audience in mind and insert text boxes.</p> <p>Google Docs and Microsoft Publisher</p>

	<p>language is most appropriate to use and explain why.</p> <p>I know how to confidentially write complex algorithms to achieve specific goals in a variety of ways. PC2</p> <p>LOGIC*: To continue to design, write and debug (correct errors) more complex algorithms that accomplish specific goals.</p> <p>I know how that problems can be solved using inputs and outputs. PC3</p> <p>GENERALISATION*: To problem solve using knowledge of variables to see the impact upon inputs and outputs.</p> <p>I know that problems can be solved in a variety of ways and can find the most efficient sequence. PC4</p> <p>ABSTRACTION*: To create an efficient sequence of algorithms.</p> <p>Ensure children seek to use shortest most efficient way to achieve intended outcome – looping & repeat / repeat until blocks etc</p> <p>The above objectives will be covered by complete the following compulsory projects:</p>	<p>LOGIC*: To continue to design, write and debug (correct errors) more complex algorithms that accomplish specific goals.</p> <p>I know how that problems can be solved using inputs and outputs. PC3</p> <p>GENERALISATION*: To problem solve using knowledge of variables to see the impact upon inputs and outputs.</p> <p>I know that problems can be solved in a variety of ways and can find the most efficient sequence. PC4</p> <p>ABSTRACTION*: To create an efficient sequence of algorithms.</p> <p>Ensure children seek to use shortest most efficient way to achieve intended outcome – looping & repeat / repeat until blocks etc</p> <p>The above objectives will be covered by complete the following compulsory projects:</p> <p>2) PC1234B: Make the link between coding and block code using the app 'Hopscotch' on the iPads.</p> <p>OS4: To understand which kinds of behaviours constitute</p>			<p>design, write and debug (correct errors) more complex algorithms that accomplish specific goals.</p> <p>I know how that problems can be solved using inputs and outputs. PC3</p> <p>GENERALISATION*: To problem solve using knowledge of variables to see the impact upon inputs and outputs.</p> <p>I know that problems can be solved in a variety of ways and can find the most efficient sequence. PC4</p> <p>ABSTRACTION*: To create an efficient sequence of algorithms.</p> <p>Ensure children seek to use shortest most efficient way to achieve intended outcome – looping & repeat / repeat until blocks etc</p> <p>The above objectives will be covered by complete the following compulsory projects:</p> <p>PC1234C: Following this, use Python in pieces on the laptop to continue to link coding and block code.</p>	<p>I can produce work considering my target audience using advanced features of a program.</p> <p>UT2: To competently create documents and presentations that serve a purpose and suit the needs of an intended audience. I can use organisational features, select backgrounds with audience in mind and insert text boxes. Google Docs, Google Slides or Microsoft PowerPoint</p> <p>I can input data into a spreadsheet to analyse and evaluate the results.</p> <p>UT3 DATA REPRESENTATION*: To undertake market research, collecting relevant data, analysing and evaluating before presenting using a suitable software. Google Sheets or Microsoft Excel</p> <p>I know how to manipulate sound using editing tools.</p> <p>UT4: To use complex sound editing technology to manipulate a range of sounds. Use 'Audacity' on a laptop to create and manipulate sound (this could be linked to the Y6 production or Enterprise).</p> <p>OS6: To demonstrate an age-related understanding of Online safety when</p>
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	<p>1) PC123A: On the laptops, use above knowledge to program PicoH Robots to follow a specific set of instructions.</p> <p>PicoH Lessons Sequence 4</p>	<p>cyberbullying and know how to prevent or respond to it e.g. trusted adult or report/block features on websites.</p>				<p>communicating online.</p> <p>Ensure that this is appropriate to your class e.g. what videos and photos it is appropriate to upload to social media only if an adult has given you permission.</p> <p>Conversation around self-esteem using social media.</p> <p>I know that websites are a useful tool to advertise products and that they should be targeted to an audience. UI4: To create a website and analyse its effectiveness. Google Sites to create website in order to advertise production or secondary school website.</p> <p>I can carry out market research in order to help me create an effective website.</p> <p>OS1: To use their understanding that information published online is public and permanent to underpin their use of the internet.</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History						
Substantive Knowledge	<p>World War II</p> <p>Know that World War II started with the invasion of Poland in 1939.</p> <p>Know that World War II ended in 1945.</p>		<p>Local History</p> <p>Know how Hildenborough changed throughout different periods of history.</p> <p>Know that the old Powder Mill site (in</p>			

	<p>Know that people had to build air raid shelters, blackout windows, turn lights off and keep the houses in darkness. Know that the Blitz involved intense bombing of cities using aircraft.</p> <p>Know the Blitz caused children to be evacuated to the countryside Know the items that children were instructed to be evaluated with</p> <p>Know that life in Britain changed as a result of the war.</p> <p>Know that imports slowed as a result of the war. Know that resources in Britain became scarce. Understand that there was rationing, make do and mend and dig for victory.</p> <p>Know that the Battle of Britain stopped the German invasion. Know that the Battle of Britain was a key turning point in the war.</p> <p>Know that Neville Chamberlain was prime minister at the beginning of World War II. Know that Winston Churchill took over as Prime Minister. Know that Adolf Hitler was democratically voted for as leader in Germany.</p> <p>Know that D-Day was the day that the allies captured a landing place in Western Europe.</p>	<p>Hildenborough) used to be a gunpowder factory from the early 1800s and understand some of the impacts of this on the local area. Know that Hildenborough was a popular destination for evacuees and why.</p> <p>Know that there were some settlements around The River Medway, in Tonbridge based on archeologists findings from Ancient times. Know that Tonbridge came from Anglo-Saxon words: Tun, meaning enclosure or farmstead and 'brycg' meaning a bridge or causeway. Understand what the The Lowy of Tonbridge was. Know that after the Norman Conquest, William the conqueror gave the area known as The Lowy of Tonbridge to Richard FitzGilbert (owner of Tonbridge Castle).</p> <p>Know that William the Conqueror assigned Richard FitzGilbert to build the castle soon after the invasion of 1066. After William the Conqueror's death, Richard FitzGilbert (now known as Richard de Clares) rebelled against William's brother, Rufus, who took control of the castle and then ordered the destruction of it. Know that by 1253, the de Clares had taken charge of the castle again and they rebuilt it largely as it stands today. Know that by 1860, the castle was used as a military academy and then later a prep school. During this time, the castle would be opened for special occasions to the public, similar to how it is today. Know that during the second world war, ARP (Air Raid Precaution) wardens were stationed at the</p>	
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	<p>Know that D-Day is seen as the turning point in the war for the allies.</p> <p>Know that VE day was the end of the war in Europe after Germany surrendered. Know that VJ day was end of the war in Japan and signified the end of World War II.</p> <p>Understand that Britain encouraged the immigration of people from the Caribbean to England to help rebuild the communities after the war. Know that the Windrush generation faced challenging circumstances and racism on entry to England. Understand that the Windrush generation undertook important jobs. Know that rationing was still taking place 10 years after the war.</p> <p>Know the different types of technology that were used during World War II</p>	<p>castle and the castle was fortified with anti-tank defences and pill boxes.</p> <p>Know that Sainsbury's in Tonbridge used to be Angel Cricket Ground between 1869 and 1939. Know that Tonbridge playing fields used to be a racecourse ground between 1850 and 1874 and the impacts of this. Know the importance of pill boxes and why they are located where they are.</p> <p>Understand the role of ARP (Air Raid Precaution) wardens in Tonbridge. Know that within a few days of the formal declaration of the war (1st September 1939), the population of Tonbridge had doubled due to evacuees arriving. Know that the air raid sirens were heard 900 times over the period of the war, in Tonbridge. Understand where and why Tonbridge was bombed. Understand what the V1 and V2 bombings were and the impact they had on Tonbridge.</p> <p>Know that flooding has been a problem for centuries but became an increasing issue in the 19th century due to the development of more buildings. In September 1968, Tonbridge experienced what is now known as 'The Great Flood' (which was on the front pages of newspapers nationally). The high street was flooded to a depth of 6 feet. Houses, shops and agricultural land were ruined. Floodwater covered 8 square miles.</p> <p>The Leigh flood barrier was completed in 1981. The river and water is monitored and</p>	
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		the barrier manages the flow of water downstream into Tonbridge. Farmland is deliberately flooded. Since it was built, they are now looking to increase the Leigh flood storage area.	
	<p>World War II: End Point</p> <p>Understand how life changed during and as a result of World War II. Know significant individuals from World War II. Understand how Britain's society changed as a result of the war.</p>	<p>Local History: End Point</p> <p>Understand significant events that have shaped our local area and society.</p>	

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Geography					<p><u>Exploring Scandinavia</u></p> <p>I know that Scandinavia is made up of the countries Norway, Sweden and Denmark.</p> <p>I can use graphs to compare the climates of London, Copenhagen and Umeå.</p> <p>I can compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia.</p> <p>I can use photographs to describe what the landscape of Scandinavia is like.</p> <p>I can suggest what the weather and climate in Scandinavia might be like based on its location in the world.</p>	

					<p>I know that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates.</p> <p>I can describe the features of the different climate zones in Scandinavia.</p> <p>I can use line graphs and bar charts to explore the climate of different cities in Scandinavia.</p> <p>I can name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains.</p> <p>I know that the physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences.</p> <p>I can research and explore the human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy.</p> <p>I can locate Scandinavia's countries and major cities on a map.</p> <p>I can use a climate map to identify areas of different climates in Scandinavia.</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Drawing and Sketchbooks	Print, Collage and Colour Printing, Collaging,	Working in 3 Dimensions Sketchbooks Making	Paint, Texture, Colour Collage, Drawing Sketchbooks	Working in 3 Dimensions Making, Drawing Sketchbooks	Collaboration and Community

	<p>Drawing, Sculpture, Collage, Sketchbooks</p> <p>Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. They will record their thoughts and feelings about the artworks seen in their sketchbooks.</p> <p>Pupils start creating “flat yet sculptural” artwork.</p> <p>To use the paper as a collage material</p> <p>To use methods of construction to transform them into sculptures.</p> <p>Or</p> <p>Pupils will explore the colours and patterns on different types of food packaging.</p> <p>They will learn about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks</p> <p>Pupils redesign existing food packaging items by</p>	<p>Drawing</p> <p>Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio.</p> <p>Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will work in sketchbooks to explore their own voice and message.</p> <p>Option 1: Pupils will explore screen printing techniques and make a poster inspired by the art work of Artist Activist Shepard Fairey</p> <p>Option 2: Pupils will make a simple folded sketchbook to create a zine. They will modify found wording and imagery from magazines to communicate their message in their zine.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again</p>	<p>Pupils will make an elastic band sketchbook using white paper and cardboard.</p> <p>They will identify and explore colour within the sketchbooks.</p> <p>Pupils will explore the work of the artists Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West who use colour in their work. They will become familiar with how artists might respond in different ways to colour.</p> <p>Pupils will create visual responses to artists’ work in their sketchbooks using paper, paint, ink, pastel to respond in their sketchbooks.</p> <p>Pupils are encouraged to guide their own exploration, making choices about how they want to use colour in their artwork.</p> <p>Option 1: Mini Light Boxes. Pupils will create models of sculptural installations exploring light, colour and form.</p>	<p>Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.</p> <p>They will record their thoughts and observations in sketchbooks through visual note taking.</p> <p>Pupils will create a series of portraits drawings of their peers using a variety of drawing materials.</p> <p>They will work intuitively at varying lengths of time to record and draw.</p> <p>Pupils will create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of their personality and identity.</p> <p>They will use sketchbooks throughout to help explore and focus, test and reflect.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>Pupils will become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks.</p> <p>They will explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks.</p> <p>Pupils will use a wide variety of materials to manipulate and construct 3D ‘doodles’ in response to making prompts.</p> <p>Pupils will be challenged to become furniture designers and invited to create a chair which expresses their personality.</p> <p>They will record and develop their ideas in sketchbooks.</p> <p>Pupils will display their chairs in a clear space, alongside their sketchbook work, and walk around the room as if in a gallery.</p> <p>Yinka Ilori</p>	<p>Making, Drawing Sketchbooks</p> <p>Pupils will become familiar with the cultural significance of shadow puppetry and artists that work with paper.</p> <p>They will understand how paper can be cut and shaped to create puppets.</p> <p>They will record their responses and ideas in sketchbooks.</p> <p>Pupils will work towards creating puppets for a performance following a narrative, or make standalone puppets.</p> <p>They will use sketchbooks to further make notes, note down ideas, make quick sketches to test ideas/shapes.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Pupils will perform a shadow puppet show.</p> <p>Lotte Reiniger, Matisse, Wayang Shadow</p>
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	<p>building nets, whilst experimenting with drawing, composition and type.</p> <p>Pupils will display their work in a clear space, and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or I pads.</p> <p>Lubaina Himid, Claire Harrup</p>	<p>through peer discussion.</p> <p>Luba Lukova, Faith Ringgold, Shepard Fairey</p>	<p>Option 2: Sculptural Challenge: Colourful Walls. Pupils will create a design proposal for a colourful architectural installation exploring colour and form.</p> <p>Option 3: Sculptural Challenge: Colour, Light and Form. Pupils will create an idea for an installation which uses light, colour and form (and even maybe sound) to create an immersive experience for others.</p> <p>Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West</p>	<p>Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>		<p>Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
D&T		<p><u>Cooking</u></p> <p>I know that most foods we buy have nutrition labels to help us make informed choices about what we eat.</p> <p>I know that calories come from fats,</p>			<p><u>Programming Pioneers</u></p> <p>I can explain how computers and computer programs are used in a variety of products.</p> <p>I can explain how modern memory chips work to store information.</p>	<p><u>Building</u></p> <p>I can investigate the appearance and function of a variety of different bird houses.</p> <p>I can identify what materials have been used to construct a variety of bird houses and suggest</p>

		<p>proteins and carbohydrates.</p> <p>I can evaluate how healthy a type of food is based on its nutrition label.</p> <p>I can compare different foods and assess which is healthiest.</p> <p>I can explain some of the different ways in which certain foods are made and cooked.</p> <p>I can follow a recipe to make a meal.</p> <p>I can design a menu to incorporate different foods, sides and accompaniments.</p> <p>I can explore, taste and assess different types of foods and their suitability for a menu.</p> <p>I can design food/meal for a particular purpose.</p> <p>I can design food/meal for someone with particular dietary requirements.</p> <p>I can make and evaluate a meal, following my recipe and design.</p>			<p>I can write an algorithm to suggest how various appliances might work.</p> <p>I know what a computer engineer is and what they do.</p> <p>I can describe some examples of how computer hardware and software specialists work together to create new products.</p> <p>I can develop and build a prototype pedestrian crossing using computer programming.</p> <p>I can develop, model and communicate ideas for an embedded system which monitors and controls a door, room or both.</p> <p>I can describe the typical design process for computer-controlled electronic products.</p> <p>I can debug errors in an algorithm.</p> <p>I can suggest ways to change an algorithm to improve a system.</p> <p>I can select and use electronic components to construct a prototype of</p>	<p>how the parts have been joined together.</p> <p>I know what a flat pack diagram is and can use it to identify each part of a structure.</p> <p>I can create a flat pack diagram of a constructed bird house.</p> <p>I can draw an exploded diagram.</p> <p>I can identify the tools associated with basic woodworking.</p> <p>I can measure, clamp, saw, sand and join wood.</p> <p>I can use a hand drill to drill a hole in a piece of wood.</p> <p>I know the safety rules I need to follow when doing woodworking.</p> <p>I can design a bird house for a particular bird, taking into account the bird's needs.</p> <p>I can select appropriate tools and materials to use when making a bird house.</p>
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					<p>an embedded computer-controlled room system.</p> <p>I can evaluate my design for a computer-controlled system and consider the views of others to improve my work</p>	<p>I can create a sturdy bird house frame using wood.</p> <p>I can evaluate my finished bird house, taking into account the views of others to improve my work.</p> <p>I can use observation to evaluate the effectiveness of my bird house.</p>
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RE	<p>Stories of Hinduism</p> <p>To understand that Hindus believe God is represented in different forms.</p> <p>To explore how Krishna is represented in Hindu stories.</p> <p>To explore Hindu teachings on success.</p> <p>To explore the theme of punishment and forgiveness in a Hindu story.</p> <p>To explore a Hindu teaching about telling the truth.</p>	<p>What is a church?</p> <p>To consider what is written in the Bible about the foundation of the Christian church.</p> <p>To consider ways in which churches reflect local culture.</p> <p>To consider how churches help Christians worship.</p> <p>To identify ways in which churches serve their communities.</p> <p>To consider ways in which local churches form part of a global community.</p> <p>To reflect on what has been learned about the Christian church.</p>	<p>Islam</p> <p>What is the Qur'an and why is it important to Muslims?</p> <p>To identify the meaning of the word 'sacred' and to explore why the Qur'an is important to Muslims.</p> <p>To know what the Qur'an teaches about God and to reflect on your own ideas about God.</p> <p>To know that the behaviour of Muslims is influenced by the Qur'an.</p> <p>To study ways in which Muslim children learn about the Qur'an.</p>	<p>Expressing faith through the arts</p> <p>To recognise that expressing faith involves feelings and emotions.</p> <p>To find out how music can be a form of religious expression in many religions.</p> <p>To understand how colour can be used to express religious feelings and ideas.</p> <p>To understand how art can be sacred and spiritual for believers.</p> <p>To find out how Islamic art helps Muslims to worship</p> <p>To understand how drama is used to reinforce important teachings and stories in religions.</p>	<p>What happens when we die?</p> <p>To understand that sadness is felt by everyone at some points during their lives.</p> <p>To understand how the death of a person is marked and commemorated in different religions and communities.</p> <p>To express your own ideas, and understand the ideas of others, about what happens when a person dies.</p> <p>To understand that it is important to express the emotions that you feel.</p> <p>To think of practical ways of remembering someone who has died.</p>	<p>Sikh Worship and Community</p> <p>To find out what Sikhs believe and some of the features of Sikh worship.</p> <p>To find out how Sikhs worship through prayer.</p> <p>To find out how children are welcomed into the Sikh community.</p> <p>To explore the Sikh tradition of the langar.</p> <p>To explore the Sikh practice of sewa.</p>

			To be able to explain the significance of the Qur'an to Muslims today.		
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE	<p><u>Me and My Relationships</u></p> <p>To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.</p> <p>I can work through challenges I have with my friends with respect, assertiveness and understanding.</p> <p>To practice and use strategies in compromise and negotiation within a collaborative task or activity.</p> <p>I can give examples of negotiation and compromise. I can use these skills in practical situations.</p> <p>To consider the types of touch that are safe, legal and that I am comfortable with.</p> <p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p>	<p><u>Valuing Difference</u></p> <p>To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p> <p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>To know that all people are unique but that we have far more in common with each other than what is different about us.</p> <p>I can show respect to others by using verbal and non-verbal communication.</p> <p>To understand and explain the term prejudice.</p> <p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p>	<p><u>Keeping Safe</u></p> <p>To explore the risks and legality of communicating and sharing online.</p> <p>I can use safe, respectful and responsible behaviours and strategies when using social media.</p> <p>To describe and explain how easily images can be spread online.</p> <p>I can give examples of how to safely share images online.</p> <p>To explain some of the laws, categories and uses of drugs (both medical and non-medical).</p> <p>I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not.</p> <p>To understand the definition of an emotional need and how they can be met.</p> <p>I can suggest positive ways to meet my emotional needs and</p>	<p><u>Rights and Respect</u></p> <p>To analyse and reflect on bias in the media.</p> <p>I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.</p> <p>I can discuss the reasons why people post online and the positive and negative effects relating to social media.</p> <p>To discuss methods of saving and considerations for spending money.</p> <p>I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</p> <p>To discuss voluntary and pressure groups and their role in making changes to our communities and environments.</p> <p>I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.</p> <p>To identify or suggest ways that help the environment.</p>	<p><u>Being My Best</u></p> <p>To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success.</p> <p>I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.</p> <p>To define aspirations and goals.</p> <p>I can set goals so that I can achieve an aspiration.</p> <p>To recognise that we will meet challenges on the way to achieving our goals.</p> <p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>I can identify risk factors in a given situation.</p> <p>To understand risks related to growing up and</p>	<p><u>Growing and Changing</u></p> <p>To identify types of emotional responses and some strategies for coping with change.</p> <p>I can name some of the feelings and emotions people have during change.</p> <p>To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.</p> <p>I can give examples of how someone could cope with or get support during puberty.</p> <p>To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.</p> <p>I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</p> <p>To identify the risks of sharing images online and</p>

	<p>To name assertive behaviours and recognise peer influence or pressured behaviour. I can use assertive behaviours to keep myself safe from peer influence or pressure</p> <p>To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>	<p>To define what is meant by the term stereotype. I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p> <p>To describe different types of friendships and relationships and their differing positive qualities.</p>	<p>how this impacts my behaviour.</p> <p>To explore and understand the terms 'conflicting emotions', responsibility and independence. I can begin to make decisions independently and responsibly.</p>	<p>I can suggest ways that I can help my environment.</p> <p>To define 'democracy' and explain how laws are made. I can give examples of why we need a democratic society and how laws keep us safe.</p>	<p>explain the need to be aware of these. I can assess the level of risk and explain how a risk can be reduced.</p>	<p>understand how online influences can cause people to take unsafe risks. I can explain how to stay safe when sharing images and information online.</p> <p>To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe. I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.</p>
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	Term 1	Term 2	Term 3		Term 4	Term 5	Term 6
Sports	Netball Tag Rugby	Gymnastics Lacrosse	Dance OAA		Tennis Volleyball	Athletics Sports Day Games	Rounders Cricket
PE skills and knowledge across the year	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> - Change direction and speed with equipment in order to outwit opposing team. - Make impactful movements during game-based activities. - Be consistent in passing accurately within a team to 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - Synchronise movements in pairs, use both symmetrical and asymmetrical shapes to assist. - Improve quality of rolls during longer sequences to combine skills. - Vaulting onto and over 	<p><u>Dance</u></p> <ul style="list-style-type: none"> - To demonstrate an awareness of the music's rhythm and phrasing when improvising. - To create a dance that represents a specific theme or style. - To create a dance as a group, using moves that link to a specific theme. 	<p><u>OAA</u></p> <ul style="list-style-type: none"> - Participate in challenging activities, increasingly more adventurous - Accurately read an interpret map symbols and 	<p><u>NetWall</u></p> <ul style="list-style-type: none"> - Agile movement in all directions when striking and returning shots. - Compete fairly in both 1 vs 1's and 2 vs 2's. - Strike with power accuracy and control consistently. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> - Can identify running lines when taking part in long distance events. - Can effectively use a sprint start position - Consistently pass baton with correct form and control. 	<p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"> - Demonstrate good to outstanding teamwork as both a member of a fielding team and a batting team. - Bowl overarm both accurately and confidently towards a wicket/stump.

	<ul style="list-style-type: none"> retain possession. - Accurately shoot from different distances. - Develop stronger defensive skills (player, Space, Ball, Goal) - Attack with pace, power and precision. - Strong understanding of tactics and effective strategies. - Review personal + team performance and suggest ways in which to improve. - Be confident in competitive situations 	<ul style="list-style-type: none"> apparatus, perform jumps from height with correct shape mid-air. - Create contrasting sequences to perform in small groups. - Improved sequence fluidity and pace individually and in pairs. - Evaluate own and others performances using correct terminology to describe technique. - Demonstrate strength and flexibility throughout 	<ul style="list-style-type: none"> - To distinguish the difference between a dance routine and an act/play. EG use of repetition/cannons etc. - To create a dance with limited teacher support that works to the timing/rhythm, uses components of dance. - To perform and analyse own and others performance. - To add depth to dance routines and performances by adding elements such as cannons/ unison/mirror. 	<ul style="list-style-type: none"> control markers - Can work with others co-operatively 	<ul style="list-style-type: none"> - Begin playing more sport specific shots in game based situations. - Serve with power, accuracy and control both over and underarm. - Officiate matches pricelessly whilst abiding by match rules. - Reflect on performance and adapt match plan to score highly. 	<ul style="list-style-type: none"> - Show speed and rhythm throughout a hurdle race. - Use body effectively to generate maximum power when jumping for height and distance. - Record times and scores in each event accurately. - Can throw javelin and shotput with maximum power and accuracy using correct form and showing control throughout. 	<ul style="list-style-type: none"> - Catch consistently from different distances and heights. - Field and return rapidly as a team. - Strike with accuracy and consistency to scoring highly in pairs and individually. - Understand batting and bowling order and the impact they can have. - Develop strong understand of officiating larger games and how to abide by all rules.
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
French	<p align="center"><u>Clothes</u></p> <p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>		<p align="center"><u>What is the date?</u></p> <p align="center"><u>Weather</u></p> <p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with</p>		<p align="center"><u>School</u></p> <p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>	

	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p> <p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</p> <p>Decode unknown language using bilingual dictionaries.</p> <p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>Listen to longer text and more authentic foreign language material.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' ven when hearing language that has not been taught or covered</p>	<p>full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p> <p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p> <p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</p> <p>Decode unknown language using bilingual dictionaries.</p> <p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>Listen to longer text and more authentic foreign language material.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' ven when hearing language that has not been taught or covered</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p> <p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</p> <p>Decode unknown language using bilingual dictionaries.</p> <p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>Listen to longer text and more authentic foreign language material.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' ven when hearing language that has not been taught or covered</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music	<p><u>Developing melodic phrases</u></p> <p><u>Singing</u> Sing a broad range of songs, including those that involve syncopated</p>	<p><u>Understanding structure and form</u></p> <p><u>Singing</u> Sing a broad range of songs, including those that involve syncopated</p>	<p><u>Gaining confidence through performance</u></p> <p><u>Singing</u> Sing a broad range of songs, including those that involve syncopated</p>	<p><u>Exploring notation further</u></p> <p><u>Singing</u> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir,</p>	<p><u>Using chords and structure</u></p> <p><u>Singing</u> Sing a broad range of songs, including those that involve syncopated</p>	<p><u>Respecting Each other through composition</u></p> <p><u>Singing</u> Sing a broad range of songs, including those that involve syncopated</p>

<p>rhythms, as part of a choir, with a sense of ensemble and performance.</p> <p>When singing, observe rhythm, breathing and phrasing, accurate pitching, dynamics, articulation and appropriate style.</p> <p>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8 time.</p> <p>Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Sing with and without an accompaniment (acapella).</p> <p>Sing syncopated (off beat) melodic patterns. Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used for the different styles of songs learnt throughout the year.</p> <p>Perform a range of songs as a choir in school assemblies, school</p>	<p>rhythms, as part of a choir, with a sense of ensemble and performance.</p> <p>When singing, observe rhythm, breathing and phrasing, accurate pitching, dynamics, articulation and appropriate style.</p> <p>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8 time.</p> <p>Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Sing with and without an accompaniment (acapella).</p> <p>Sing syncopated (off beat) melodic patterns. 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Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used for the different styles of songs learnt throughout the year.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p style="text-align: center;"><u>Listening</u></p>	<p>rhythms, as part of a choir, with a sense of ensemble and performance.</p> <p>When singing, observe rhythm, breathing and phrasing, accurate pitching, dynamics, articulation and appropriate style.</p> <p>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8 time.</p> <p>Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Sing with and without an accompaniment (acapella).</p> <p>Sing syncopated (off beat) melodic patterns. 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	<p>performance opportunities and to a wider audience.</p> <p style="text-align: center;"><u>Listening</u></p> <p>Talk about feelings created by the song and justify a personal opinion using musical concepts and vocabulary.</p> <p>Identify and join in with 2/4, 4/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its musical concepts.</p> <p>Identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Identify major and minor tonality, triads I, IV and V, and intervals within a major scale.</p>	<p>school assemblies, school performance opportunities and to a wider audience.</p> <p style="text-align: center;"><u>Listening</u></p> 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	<p>Know and understand what a musical 'intro' and 'outro' is and describe its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A cappella groups.</p> <p>Composing <i>Improvise</i> Extend improvisation skills through working in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Explore improvisation within a major scale using the notes: C D E F G G A B\flat C D G A B C D F G A C D</p> <p>Compose Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and</p>	<p>IV and V, and intervals within a major scale.</p> <p>Know and understand what a musical 'intro' and 'outro' is and describe its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A cappella groups.</p> <p>Composing <i>Improvise</i> Extend improvisation skills through working in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Explore improvisation within a major scale using the notes: C D E F G G A B\flat C D G A B C D F G A C D</p> <p>Compose Plan and compose an 8- or 16-beat melodic</p>	<p>IV and V, and intervals within a major scale.</p> <p>Know and understand what a musical 'intro' and 'outro' is and describe its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A cappella groups.</p> <p>Composing <i>Improvise</i> Extend improvisation skills through working in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Explore improvisation within a major scale using the notes: C D E F G G A B\flat C D G A B C D F G A C D</p> <p>Compose</p>	<p>Composing <i>Improvise</i> Extend improvisation skills through working in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Explore improvisation within a major scale using the notes: C D E F G G A B\flat C D G A B C D F G A C D</p> <p>Compose Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.</p> <p>Play and notate the composed melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen and enhance with rhythmic or chordal accompaniment.</p>	<p>Know and understand what a musical 'intro' and 'outro' is and describe its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A cappella groups.</p> <p>Composing <i>Improvise</i> Extend improvisation skills through working in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Explore improvisation within a major scale using the notes: C D E F G G A B\flat C D G A B C D F G A C D</p> <p>Compose Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.</p>	<p>Know and understand what a musical 'intro' and 'outro' is and describe its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A cappella groups.</p> <p>Composing <i>Improvise</i> Extend improvisation skills through working in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Explore improvisation within a major scale using the notes: C D E F G G A B\flat C D G A B C D F G A C D</p> <p>Compose Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.</p>
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<p>incorporate rhythmic variety and interest.</p> <p>Play and notate the composed melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen and enhance with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Read and use standard notation to include using dotted crotchets, quavers, dotted minims, minims and semibreves.</p> <p style="text-align: center;"><u>Performing</u> <i>Instrumental Performance</i></p> <p>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (<i>ff</i>), very quiet (<i>pp</i>), moderately loud (<i>mf</i>) and moderately quiet (<i>mp</i>).</p>	<p>phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.</p> <p>Play and notate the composed melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen and enhance with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Read and use standard notation to include using dotted crotchets, quavers, dotted minims, minims and semibreves.</p> <p style="text-align: center;"><u>Performing</u> <i>Instrumental Performance</i></p> <p>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (<i>ff</i>), very quiet (<i>pp</i>), moderately loud (<i>mf</i>)</p>	<p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.</p> <p>Play and notate the composed melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen and enhance with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Read and use standard notation to include using dotted crotchets, quavers, dotted minims, minims and semibreves.</p> <p style="text-align: center;"><u>Performing</u> <i>Instrumental Performance</i></p> <p>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range,</p>	<p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Read and use standard notation to include using dotted crotchets, quavers, dotted minims, minims and semibreves.</p> <p style="text-align: center;"><u>Performing</u> <i>Instrumental Performance</i></p> <p>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (<i>ff</i>), very quiet (<i>pp</i>), moderately loud (<i>mf</i>) and moderately quiet (<i>mp</i>).</p> <p>Accompany a melody using block chords or a bass line. 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Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p>demonstrated at the board using an online keyboard).</p> <p>Engage with others through ensemble playing taking on melody or accompaniment roles. 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