

## Year 5 Curriculum Overview 2022-2023

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Pharaohs!	Star Gazers	Offer with Her head!	Groundbreaking Greeks!	Earth Matters / John Bunyan	Scream Machines
Values Year 1	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Values Year 2	Thankfulness	Trust	Justice	Perseverance	Service	Truthfulness
Maths Whiterose	Place Value Roman Numerals Addition and Subtraction	Number: Multiplication & Division Fractions A	Multiplication and Division Fractions B	Decimals and percentages Perimeter and area Statistics	Geometry: property of Shape Geometry: Position and direction Decimals	Negative numbers Measurement: converting units Measurement: Volume
Reading VIPERS	A series of unfortunate events Book 1 by Lemony Snicket	The Iron Man by Ted Hughes Hidden Figures by Margot Lee Shetterly	Everything about Castles! Treason by Berlie Doherty	Who let the Gods out by Maz Evans	A Pilgrim's Progress by John Bunyan The Iron Woman by Ted Hughes	The Spiderwick Chronicles by Holy Black
Writing	Chronological reports Instructions Mystery Play scripts Fact files	Descriptive writing Mnemonics Diary Science fiction – adventure story	Poetry and riddles Biographies Newspaper reports Persuasive letters Character descriptions	Grammar Personification poems Journals Letter Persuasive speech	Narrative poetry Persuasive arguments Information texts Short stories – fantasy writing	Design a theme park – Advertisements Poetry Short narrative with dialogue Signage Non-fiction books
Science	Living things and their habitats  <i>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe the life process of</i>	Earth and space  <i>-describe the movement of the Earth and other planets relative to the sun in the solar system -describe the movement of the</i>	Properties and changing materials  <i>-compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical</i>	Changing materials part 2  <i>-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including</i>	Animals including humans  <i>-describe the changes as humans develop to old age</i>	Forces  <i>-explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</i>

	<p>reproduction in some plants and animals</p>	<p>moon relative to the Earth</p> <ul style="list-style-type: none"> <li>-describe the sun, Earth and moon as approximately spherical bodies</li> <li>-use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<p>and thermal), and response to magnets</p> <ul style="list-style-type: none"> <li>-know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>-use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>-demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>-Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul>	<p>metals, wood and plastic</p> <ul style="list-style-type: none"> <li>-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</li> </ul>		<ul style="list-style-type: none"> <li>-identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>-recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>
Science	<ul style="list-style-type: none"> <li>-Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>-Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>- Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
Computing	<p>Game Creator</p> <ul style="list-style-type: none"> <li>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program.</li> </ul>	<p>Coding using Purple Mash &amp; Scratch Jnr</p> <ul style="list-style-type: none"> <li>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</li> </ul>	<p>Spreadsheets</p> <ul style="list-style-type: none"> <li>-Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> </ul>	<p>Databases and concept maps</p> <ul style="list-style-type: none"> <li>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in</li> </ul>	<p>Online safety</p> <ul style="list-style-type: none"> <li>-Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the</li> </ul>	<p>3D modelling</p> <ul style="list-style-type: none"> <li>-Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently</li> </ul>

	<p>-Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p>	<p>solve problems by decomposing them into smaller parts.          -Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.          -When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables.</p>	<p>-Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.</p>	<p>evaluating digital content.          -Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.          -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>opportunities they offer for communication and collaboration.          -Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.          -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.          -Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly</p>	<p>comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.</p>
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					relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.	
<b>Music</b>	<p>Pharaohs - create a ceremonial rhythmic piece to honour the Ancient Egyptian Gods using tuned and untuned percussion</p> <p>[Carousel 3 has some Egyptian unit in it]</p>	<p>Star gazers – <i>listen &amp; respond to the characters of Holst's Planet Suite; explore rhythmic ideas (Also see BBC Ten Pieces 'Mars' lesson plan &amp; programme)</i></p>	<p>'Off with her head!' - <u>Tudor music</u> – <i>compose a fanfare using 3 notes and staff notation, learn Greensleeves (allegedly by Henry VIII, learn a Tudor carol (dance with a song) e.g. The Coventry Carol, The Boar's Head Carol, identify Tudor instruments. (Learn selection of Xmas carols for concert with Y6 in church)</i></p>		<p>John Bunyan – <i>sing &amp; accompany 'To be a pilgrim' with tuned &amp; untuned instruments; listen &amp; respond to range of Vaughan Williams compositions (inc The Lark Ascending on BBC Ten Pieces)</i></p>	<p>Scream Machines – <i>machine music and creating graphic scores; listen to 'Short Ride in a Fast Machine' by John Adams. Identify how Adams creates sense of speed and exhilaration.</i></p>
<b>History</b>	<p>Ancient Egyptian civilisation – Egyptian Pharaohs, Mummification, embalming and tombs, education and Gods.</p> <p><i>- Know and sequence key events of time studied</i>  <i>-Use relevant terms and period labels</i>  <i>-Make comparisons between different times in the past</i>  <i>-Study different aspects of different people</i>  <i>-Differences between men and women</i></p>	<p>To research significant scientific individuals e.g. Galileo, Isaac Newton, the 1960 Space race, Tim Peake etc...</p> <p><i>- Examine causes and results of great events and the impact on people</i>  <i>--Compare accounts of events from different sources</i>  <i>-Offer some reasons for different versions of events</i>  <i>--Use the library and internet for research with</i></p>	<p>The Tudors – The reign of Henry VIII</p> <p><i>- Know and sequence key events of time studied</i>  <i>-Use relevant terms and period labels</i>  <i>-Make comparisons between different times in the past</i>  <i>-Study different aspects of different people</i>  <i>-Differences between men and women</i>  <i>-Compare life in early and late 'times' studied</i>  <i>-Compare an aspect of life with the same</i></p>	<p>Ancient Greeks</p> <p><i>- Know and sequence key events of time studied</i>  <i>-Use relevant terms and period labels</i>  <i>-Study different aspects of different people</i>  <i>- Make comparisons between different times in the past</i>  <i>- Compare life in early and late 'times' studied</i>  <i>-Compare an aspect of life with the same aspect in another period</i></p>	<p>Local History of Bedford</p> <p><i>- Know and sequence key events of time studied</i>  <i>-Use relevant terms and period labels</i>  <i>-Make comparisons between different times in the past</i>  <i>-Compare life in early and late 'times' studied</i>  <i>-Begin to identify primary and secondary sources</i>  <i>-Use evidence to build up a picture of a past event</i></p>	<p>Theme parks in the UK and overseas</p> <p><i>-Use the library and internet for research with increasing confidence</i>  <i>-Communicate their knowledge and understanding.</i></p>

	<ul style="list-style-type: none"> <li>- Compare life in early and late 'times' studied</li> <li>-Compare an aspect of life with the same aspect in another period</li> <li>-Select relevant sections of information</li> <li>-Recall, select and organise historical information</li> <li>-Communicate their knowledge and understanding.</li> </ul>	<p>increasing confidence</p> <ul style="list-style-type: none"> <li>-Recall, select and organise historical information</li> <li>-Communicate their knowledge and understanding.</li> </ul>	<p>aspect in another period</p> <ul style="list-style-type: none"> <li>--Compare accounts of events from different sources <ul style="list-style-type: none"> <li>- Fact or fiction</li> </ul> </li> <li>-Offer some reasons for different versions of events</li> <li>-Recall, select and organise historical information</li> <li>-Communicate their knowledge and understanding.</li> <li>- Examine causes and results of great events and the impact on people</li> </ul>	<ul style="list-style-type: none"> <li>-Select relevant sections of information</li> <li>-Recall, select and organise historical information</li> <li>-Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>-Recall, select and organise historical information</li> <li>-Communicate their knowledge and understanding.</li> </ul>	
<p><b>Geography</b></p>	<p>Human and physical features of Egypt, the River Nile and tourism.</p> <ul style="list-style-type: none"> <li>-Begin to use primary and secondary sources of evidence in their investigations.</li> <li>- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> <li>-Begin to use 4 figure coordinates to locate features on a map.</li> <li>- Begin to draw a variety of thematic</li> </ul>	<p>To use maps, globes, atlases, google earth to locate countries and describe their physical landscapes</p> <ul style="list-style-type: none"> <li>-Begin to suggest questions for investigating</li> <li>-Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul>	<p>To research how the physical landscape has changed since the 1500's and Britain's counties.</p> <ul style="list-style-type: none"> <li>-Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>- Collect and record evidence unaided</li> <li>- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul>	<ul style="list-style-type: none"> <li>- Identify position and significance of time zones</li> <li>- Measure straight line distance on a plan.</li> </ul>	<p>Maps of the Local area and how they have changed over the years</p> <ul style="list-style-type: none"> <li>-Begin to suggest questions for investigating</li> <li>-Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> <li>-Select a map for a specific purpose.</li> </ul>	<p>-</p> <ul style="list-style-type: none"> <li>-Draw a plan view map with some accuracy</li> <li>- Begin to digital and computer mapping</li> </ul>

	<p>maps based on their own data.</p> <ul style="list-style-type: none"> <li>- Draw a sketch map using symbols and a key;</li> <li>-Use/recognise OS map symbols</li> <li>- Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> <li>- Find/recognise places on maps of different scales. (E.g. river Nile.)</li> <li>- Identify significant places and environments</li> </ul>	<p>people/everyday life</p> <ul style="list-style-type: none"> <li>- Use 8 compass points.</li> <li>- Compare maps with aerial photographs.</li> <li>- Use index and contents page within atlases.</li> <li>-Use medium scale land ranger OS maps</li> </ul>			<p>(E.g. pick atlas to find Taiwan, OS map to find local village.)</p> <ul style="list-style-type: none"> <li>- Understand, describe and use key physical features: climate zones, biomes &amp; vegetation belts</li> <li>-Understand, describe and use key human features: types of settlement and land use</li> </ul>	
PE	<p>Football skills</p> <p><i>To be able to dribble the ball under pressure.</i></p> <p><i>To pass the ball accurately to a target to help to maintain possession.</i></p> <ul style="list-style-type: none"> <li>-To use different turns to keep the ball away from defenders.</li> <li>-To develop defending skills to gain possession.</li> <li>-To develop goalkeeping skills to stop the opposition from scoring.</li> </ul>	<p>Dance (Space)</p> <ul style="list-style-type: none"> <li>-Beginning to exaggerate dance movements and motifs (using expression when moving)</li> <li>-Demonstrates strong movements throughout a dance sequence.</li> <li>-Combines flexibility, techniques and movements to create a fluent sequence.</li> <li>-Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of</li> </ul>	<p>Modified net and wall games -Badminton</p> <p><i>To show respect, honesty and fair play when competing in a game</i></p> <p><i>Supporting and encouraging each other</i></p> <p><i>To develop footwork and the forehand and backhand grip</i></p> <p><i>To develop serving backhand over the net</i></p> <p><i>To develop and maintain a rally using an overhead forehand clear.</i></p>	<p>Modified invasion games -Hockey</p> <p><i>To become familiar with the hockey, stick and ball.</i></p> <p><i>To develop sending the ball using the push pass</i></p> <p><i>To develop dribbling to beat a defender</i></p> <p><i>To develop receiving and stopping the ball with control.</i></p> <p><i>To develop moving into space to support a team member.</i></p>	<p>Modified striking and fielding games Cricket</p> <ul style="list-style-type: none"> <li>-To develop throwing accuracy and catching skills.</li> <li>- To develop batting accuracy and directional batting.</li> <li>-To develop catching skills (close/deep catching and wicket keeping).</li> <li>-To develop overarm bowling technique and accuracy.</li> <li>-To develop a variety of fielding</li> </ul>	<p>Modified target games – Golf</p> <p><i>To develop putting and chipping technique and accuracy.</i></p> <p><i>-To develop technique for a short and long game.</i></p> <p><i>To design a course and select the appropriate shot for the situation.</i></p> <p><i>To hold the equipment correctly depending on the shot to be taken</i></p> <p>Athletics –</p> <ul style="list-style-type: none"> <li>-Beginning to build a variety of running</li> </ul>

	<p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>-The ability to communicate with each other</li> <li>-Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>-Shows confidence in using ball skills in various ways, and can link these together.</li> <li>-Uses skills with co-ordination, control and fluency.</li> <li>-Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>-Can create their own games using knowledge and skills.</li> <li>-Can make suggestions as to what resources can be used to differentiate a game.</li> </ul>	<p>travelling and motifs.</p> <ul style="list-style-type: none"> <li>-Beginning to show a change of pace and timing in their movements.</li> <li>-Uses the space provided to his maximum potential.</li> <li>-Improvises with confidence, still demonstrating fluency across their sequence.</li> <li>-Modifies parts of a sequence as a result of self and peer evaluation.</li> <li>-Uses more complex dance vocabulary to compare and improve work.</li> </ul> <p><b>OAA –</b></p> <ul style="list-style-type: none"> <li>-Develops strong listening skills.</li> <li>-Use s and interprets simple maps.</li> <li>-Think activities through and problem solve using general knowledge.</li> <li>-Choose and apply strategies to solve problems with support.</li> <li>-Discuss and work with others in a group.</li> </ul>	<p>To learn how to score points and play in competitive games</p> <p>selecting and applying skills and begin to identify areas that can be developed</p> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>-To be able to perform symmetrical and asymmetrical balances</li> <li>-To develop the straight, forward, straddle and backward roll.</li> </ul> <p>To be able to develop different methods of travelling, linking both canon and synchronisation.</p> <p>To be able to perform progressions of inverted movements.</p> <p>To explore matching and mirroring both on the floor and on apparatus</p> <p>To be able to work with a partner creating a sequence using apparatus.</p>	<p>To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.</p> <p>To apply the rules and skills learnt to play in a game or tournament.</p> <p><b>Yoga:</b></p> <p>To develop an understand of yoga</p> <p>To develop strength through yoga flows</p> <p>To develop flexibility through the sun salutation flow</p> <p>To create your own flow showing quality in control, balance and technique</p> <p>To work collaboratively to create controlled paired yoga flow.</p> <p>To continue developing to produce your own yoga flow that challenges technique, balance and control.</p>	<p>techniques and to use them within a game.</p> <p>To develop long and short barriers and apply them to a game situation.</p> <p><b>Athletics Skills</b></p> <ul style="list-style-type: none"> <li>-To be able to apply different speeds over varying distances.</li> </ul> <p>To develop fluency and coordination when running for speed</p> <ul style="list-style-type: none"> <li>- To develop technique in relay changeovers.</li> <li>-To develop technique and coordination in the triple jump.</li> <li>To develop throwing with force for longer distances.</li> <li>To develop throwing with greater control and technique.</li> </ul>	<p>techniques and use with confidence.</p> <ul style="list-style-type: none"> <li>-Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</li> <li>-Beginning to record peers' performances, and evaluate these.</li> <li>-Demonstrates accuracy and confidence in throwing and catching activities.</li> <li>-Describes good athletic performance using correct vocabulary.</li> <li>-Can use equipment safely and with good control.</li> </ul>
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	-Apply basic skills for attacking and defending.  -Uses running, jumping, throwing and catching in isolation and combination	-Demonstrates an understanding of how to stay safe				
PE	<p><i>EVALUATION: -Watches and describes performances accurately. -Learn from others how they can improve their skills. -Comment on tactics and techniques to help improve performances. -Make suggestions on how to improve their work, commenting on similarities and differences.</i></p> <p><i>HEALTHY LIFESTYLE: - Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.</i></p>					
PSHE	Being me in my world	Celebrating difference	Dreams & Goals	Healthy Me	Relationship	Changing me
RE	Why do some people believe in God and some people not?	Justice and Poverty: Why does Faith make a difference?	Values: What matters most to Humanists and Christians?	What will make our community a more respectful place?	How does faith enable resilience?	What helps Hindu people as they try to be good?
French	<u>Describe the high street; give directions &amp; tell the time – say, read, spell places on the high st; recognise similarities &amp; differences between UK &amp; France; give basic directions (left, right, straight on); tell the time on the hour; ¼ past, ½ past &amp; ¼ to</u>	<u>Times of the day; adjectives for the high street; likes/dislikes and 'aller' – morning/noon/night; adjectives for free time activities; the verb 'aller'; revisit combined Y3 &amp; 4 Nativity &amp; learn a Xmas carol e.g. Il est né le divin enfant</u>	<u>Où habites-tu? Saying where you live; north/south/east/west; seasons; describing the climate where you live</u>	<u>Keeping Healthy – food; likes and dislikes. Revisit fruit and food from Y3 and increase vocab; look at traditional eating times and foods in France. Preparing a traditional dessert – crêpes (create a recipe)</u>	-	-
Art/ Design Technology	Drawing artefacts, making headdresses and hieroglyphic cartouche. -Use a variety of source material for their work.	Printing, using a range of materials to show texture.  -Explain a few techniques, inc' the use of poly-blocks,	Portrait sketching and painting- -Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary	Greek recipes for Tapas celebration  DT - Select appropriate materials, tools and techniques	Looking at different styles of writing: calligraphy and graffiti. -Investigate art, craft and design in the locality and in a variety of genres,	Photography and image editing. Ride design, programme modelling, mechanical systems and working models



	<p>-Work in a sustained and independent way from observation, experience and imagination.</p> <p>-Use a sketchbook to develop ideas.</p> <p>-Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Clay Canopic jars – -Describe the different qualities involved in modelling, sculpture and construction.</p> <p>-Use recycled, natural and manmade materials to create sculpture.</p> <p>-Plan a sculpture through drawing and other preparatory work.</p> <p>DT - Generate ideas through brainstorming and identify a purpose for their product - Draw up a specification for their design</p> <p>Cook Egyptian food</p>	<p><i>belief, mono and resist printing.</i></p> <p><i>-Choose the printing method appropriate to task.</i></p> <p><i>-Build up layers and colours/textures.</i></p> <p><i>-Organise their work in terms of pattern, repetition, symmetry or random printing styles.</i></p> <p>Design and make a craft for a space mission (3D mars rovers) -Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p><i>-Extend their work within a specified technique.</i></p> <p><i>-Use a range of media to create collage.</i></p> <p>DT - Generate ideas through brainstorming and identify a purpose for their product - Draw up a specification for their design - Develop a clear idea of what has to be done, planning</p>	<p><i>and contrasting colours.</i></p> <p><i>-Work on preliminary studies to test media and materials.</i></p> <p><i>-Create imaginative work from a variety of sources.</i></p> <p>Tudor Fashion and peg dolls – -Use a variety of source material for their work.</p> <p>-Work in a sustained and independent way from observation, experience and imagination.</p> <p>-Use a sketchbook to develop ideas.</p> <p>-Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p><i>-Join fabrics in different ways, including stitching.</i></p> <p><i>-Use different grades and uses of threads and needles.</i></p>	<p><i>- Measure and mark out accurately</i></p> <p><i>- Use skills in using different tools and equipment safely and accurately</i></p> <p><i>- Weigh and measure accurately (time, dry ingredients, liquids)</i></p> <p><i>- Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</i></p> <p><i>- Cut and join with accuracy to ensure a good-quality finish to the product</i></p> <p>Print/block making <i>-Explain a few techniques, inc' the use of poly-blocks, belief, mono and resist printing.</i></p> <p><i>-Choose the printing method appropriate to task.</i></p> <p><i>-Build up layers and colours/textures.</i></p> <p><i>-Organise their work in terms of pattern, repetition, symmetry or random printing styles.</i></p>	<p><i>styles and traditions</i></p> <p>Watercolour paintings <i>-Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</i></p> <p>Batik dyeing <i>-Experiment with using batik safely</i></p>	<p><i>-Use ICT.</i></p> <p>DT - Use results of investigations, information sources, including ICT when developing design ideas</p> <p>Investigating mechanisms by exploring, observing and making</p> <p><i>-Use a sketchbook to develop ideas</i></p> <p><i>-Work in a sustained and independent way from observation, experience and imagination.</i></p> <p>Fairground/ theme park food -</p>
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		<p><i>how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</i></p> <ul style="list-style-type: none"> <li>- Use results of investigations, information sources, including ICT when developing design ideas.</li> </ul> <p><i>Select appropriate materials, tools and techniques</i></p> <ul style="list-style-type: none"> <li>- Measure and mark out accurately</li> <li>- Use skills in using different tools and equipment safely and accurately</li> <li>- Cut and join with accuracy to ensure a good-quality finish to the product</li> </ul>		<p><i>-Choose inks and overlay colours</i></p> <p><i>DT - Select appropriate materials, tools and techniques</i></p> <ul style="list-style-type: none"> <li>- Measure and mark out accurately</li> <li>- Use skills in using different tools and equipment safely and accurately</li> </ul>		
Art/Design Technology	<p>ART: Exploring and developing ideas:</p> <ul style="list-style-type: none"> <li>--<i>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</i></li> <li>-<i>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</i></li> <li>-<i>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</i></li> </ul> <p>Evaluating and developing work:</p> <ul style="list-style-type: none"> <li>-<i>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</i></li> <li>-<i>Adapt their work according to their views and describe how they might develop it further.</i></li> </ul> <p>DT: -Evaluate a product against the original design specification</p> <ul style="list-style-type: none"> <li>- Evaluate it personally and seek evaluation from others</li> </ul>					
Potential Trips and enrichment	-	Science Museum in London 9.11.22	Young Voices choir trip to Wembley 7.2.23	Greek History Squad workshops in school (possibly)	-	Day residential to Jordan's close?

