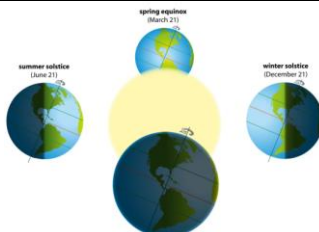
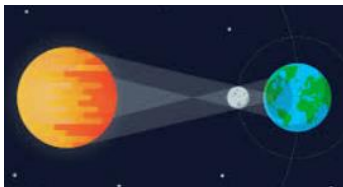


Autumn Term		Spring Term		Summer Term	
Fair Food, William’s Wallpaper & Magic Materials 		Space 		Vikings, Seas, Rivers, Fells and Mountains 	
Maths					
<u>Place Value:</u> Roman Numerals Place Value in numbers to 1,000,000 Counting in 10s,100s,1000s, 100,000s Reading, writing, comparing, rounding and ordering numbers to 1,000,000 <u>Addition & Subtraction:</u> Column Addition & Subtraction 4 and 5-digit numbers Rounding and estimation Inverse operations Multi step addition and subtraction word problems Missing Number Problems <u>Multiplication and Division:</u> Multiples and Common Multiples, Factors and Common Factors Prime numbers, square numbers and cube numbers Multiplying and dividing by 10, 100, 1000 Division: bus stop method 4 digit by 1 digit and remainders Long Multiplication Division and Multiplication word problems X-Tables linked to multiples of 10, 100 & 1000 <u>Fractions A:</u> Unit and Non-Unit Fractions Equivalent fractions Improper fractions to mixed numbers – vice versa Number sequences Compare and order fractions – less than and greater than one Adding and subtracting fractions (mixed numbers, from 1, improper fractions)		<u>Fractions B:</u> Multiplying unit and non-fractions by integers Multiply a mixed number by an integer Calculate a fraction of a quantities / amounts Find the whole Using Fractions as Operators <u>Decimals and Percentages:</u> Place value to 2 decimal places Equivalent fractions and decimals (tenths & hundredths) Thousandths as fractions and decimals Comparing and ordering decimals up to 3 places Rounding to the nearest tenth & whole Fraction, Decimal and Percentage Equivalence <u>Decimals:</u> Adding decimals – 1 decimal.place Crossing the whole Adding and subtracting decimals with same number of decimal places & with different number of decimal places Decimal sequences Multiplying and dividing by 10, 100, 1000 <u>Perimeter and Area:</u> Perimeter of rectangles, rectilinear shapes & polygons Area of rectangles, compound shapes Estimating area <u>Statistics</u> Read, interpret and draw line graphs Read and interpret two-way tables & timetables		<u>Properties of Shape:</u> Classifying and estimating angles Measuring angles up to 180 degrees Draw lines and angles accurately Calculating angles on a straight line and around a point Calculation lengths of angles in shapes Regular and irregular polygons Reasoning – 3D shapes <u>Position and Direction:</u> Read, plot and problem solve with coordinates Translation with co-ordinates Reflection in horizontal and vertical lines Lines of Symmetry <u>Negative numbers</u> Compare and order negative numbers Count through zero in 1’s and multiples Find the difference <u>Converting units</u> Kilograms & Kilometres Millimetres & Millilitres Convert units of length Metric units & imperial Converting unit of time Calculate with timetables <u>Volume:</u> Cubic centimetres Comparing and estimating volume and capacity	
Spellings					
Once children complete their RWI phonics programme they will be moved onto and follow the KS2 RWI Spelling programme of study. The reading and spelling of the KS2 common exception words will be taught explicitly outside the RWI Spelling Programme.					

Writing Genres					
Instructions: Come Dine with Me Purpose & Audience: - To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Grammar & Punctuation: - Word classes, nouns, adjectives, verbs and adverbs - Rhetorical questions - Adverbs of manner - Adverbials of time Character Description: Victor Hazell Grammar & Punctuation: - Use pronouns to build cohesion across the paragraph - Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. - use brackets, dashes or commas to indicate parenthesis - To ensure the consistent and correct use of tense throughout all pieces of writing.	Diary Entry Street Child Purpose & Audience: - To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Grammar & Punctuation: - Use pronouns to build cohesion across the paragraph - use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. Balanced Argument: ‘Should homework be banned in primary schools?’ Grammar & Punctuation - Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. - use brackets, dashes or commas to indicate parenthesis - To ensure the consistent and correct use of tense throughout all pieces of writing.	Non-Chronological Reports: ‘Space or Planets’ Purpose & Audience: - To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Grammar & Punctuation: - adverbs e.g. perhaps, surely - Use modal verbs to indicate possibility: e.g. might, should, will, must - Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. - use brackets, dashes or commas to indicate parenthesis Suspense Story: Space Adventure Grammar & Punctuation: - Use pronouns to build cohesion across the paragraph - use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - adverbs e.g. perhaps, surely - Use pronouns to build cohesion across the paragraph - link ideas across paragraphs using adverbials of time: e.g. later, - Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. - To ensure the consistent and correct use of tense throughout all pieces of writing	Persuasive Leaflet: ‘Holes’ A leaflet promoting Green Camp Lake Correctional Facility Purpose & Audience: - To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Grammar & Punctuation: - adverbs e.g. perhaps, surely - Use modal verbs to indicate possibility: e.g. might, should, will, must - Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. - To ensure the consistent and correct use of tense throughout all pieces of writing. Letter Writing: Write a gratitude letter to someone who has influenced your life. Grammar & Punctuation: - Use pronouns to build cohesion across the paragraph - use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - adverbs e.g. perhaps, surely - Use modal verbs to indicate possibility: e.g. might, should, will, must - Use pronouns to build cohesion across the paragraph - link ideas across paragraphs using adverbials of time: e.g. later, - Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. - use brackets, dashes or commas to indicate parenthesis	Nonsense Poem: ‘Jabberwocky’ Purpose & Audience: - To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. Story Writing: Finishing off the end of a story Purpose & Audience: - To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. - To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. Grammar & Punctuation: - To regularly use dialogue to convey a character and to advance the action - Use pronouns to build cohesion across the paragraph - use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. - use brackets, dashes or commas to indicate parenthesis - To ensure the consistent and correct use of tense throughout all pieces of writing.	Biography: ‘All about Me!’ (Transition to Y6) Purpose & Audience: - To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Grammar & Punctuation - use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - adverbs e.g. perhaps, surely - Use modal verbs to indicate possibility: e.g. might, should, will, must - Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. - To ensure the consistent and correct use of tense throughout all pieces of writing. Recount: Sports Day Purpose & Audience: - To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Grammar & Punctuation - use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Use pronouns to build cohesion across the paragraph - link ideas across paragraphs using adverbials of time: e.g. later, - Continue to use a wider range of subordinating conjunctions: although, unless, even though, until.
Independent Writing					
Character Description: The Trunchbull	Balanced Argument: ‘Were the children treated fairly in the workhouse?’ Linking to History Topic	Letter Writing: ‘Holes’ - Writing a letter from Stanley to his parents from Green Camp Lake	Report Writing: Life Cycles	Recount: Residential	

Reading			
- I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions. - I can write or give a detailed book review including reasons why I would recommend the book. - I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts. - I can discuss and compare events, issues and characters within a book. - I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear. - I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context. - I can ask sensible and interesting questions about the texts to help me understand them more. - I can explain characters’ feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text. - I can predict what might happen in increasingly complex texts by using evidence from the text. - I can talk about how authors use language, including figurative language, and the impact it has on the reader. - I can tell the difference between statements of fact and opinion. - I can find and write down facts and information from non-fiction text - I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously. - I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.			
Science			
Animals including Humans - I can describe the changes as humans develop into old age TAPS – Growth survey (Observe and measure) - I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Materials - I can 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 - I can explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - I can use knowledge of solids liquids and gases to decide how mixtures might be separated, including filtration, sieving and evaporating - I can give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, woods and plastics - I can demonstrate that dissolving, mixing and changes of state are reversible changes - I can 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 TAPS – Materials (Sugar cubes) Recording - I can record data and results of increasing complexity, using scientific diagrams and labels. - I can identify scientific evidence that has been used to support or refute ideas or arguments TAPS – Insulation (Enquiry) - I can use test results to make predictions to set up further comparative and fair tests.		TAPS – Forces – Marble run (Evaluating) I can use test results to make predictions to set up further comparative and fair tests. Earth and Space: - I can describe the movement of the earth and other planets, relative to the sun in the solar system - I can describe the movement of the moon relative to the Earth - I can describe the Sun, Earth and Moon as approximately spherical bodies - I can explain day and night, and the apparent movement of the sun across the sky, using the idea of the earth’s rotation. TAPS – Craters (Recording) - I can record data and results of increasing complexity, using scientific diagrams and labels - I can identify scientific evidence that has been used to support or refute ideas or arguments. Forces & Magnets: - I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - I can demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces - I can show that some mechanisms, including levers, pulleys and gears allow smaller force to have a greater effect TAPS – Forces – Paper planes (Record) I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Living things and environment - I can describe the difference in the life cycles of a mammal, an amphibian an insect and a bird - I can describe how some animals and plants reproduce TAPS – Life cycle research (Interpret and report) - I can talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is

Geography		
Where does our food come from? - Physical geography including climate zones, biomes, tropical, vegetation belts - Tropics of cancer and Capricorn - Hemisphere, longitude and latitude - Human geography: economic activity including trade links - Using maps, atlases & globes to locate countries & describe features studied 4 and 6 figure grid references using symbols and keys Ordinance Survey maps	Natural Resources - Human Geography – distribution of natural resources including energy, food, minerals & water - Fair trade link - Land use: Locational – Identify land use pattern and understand how some of these aspects have changed over time - Using maps, atlases and globes to locate countries and describe features studied 4 and 6 figure grid references using symbols and keys - Ordinance Survey maps	Rivers and Coasts - I can describe and understand key aspects of Physical geography including rivers, mountains and the water cycle - I can use maps, atlases and globes to locate countries and describe features studied - I can interpret 4 and 6 figure grid references using symbols and keys - I can interpret Ordinance Survey maps
History		
Enquiry Question: What was life like for children in Victorian Britain? -Schnider: Purpose of Barrow to Millom Train line – iron ore shipment. - Haverthwaite Railway line - Use dates to place events on a timeline - Use historical terms related to the period of study - Understand the type of information available depends on the period studied - Compare sources of information available for the study of different times - Present findings and communicate knowledge and understanding in different ways eg: recounts, explanation, information sheets	Enquiry Question: What does the census tell us about the local area? - Looking at the Census - Millom Mine, Iron Works: Millom, Egremont and Whitehaven - Use dates to place events on a timeline - Use historical terms related to the period of study - Understand the type of information available depends on the period studied - Compare sources of information available for the study of different times - Present findings and communicate knowledge and understanding in different ways eg: recounts, explanation, information sheets	Enquiry Question: Were the Vikings raiders, traders or invaders? Names of local areas – Viking names Viking Longhouse & Duddon Valley - Use dates to place events on a timeline - Use historical terms related to the period of study - Understand the type of information available depends on the period studied - Compare sources of information available for the study of different times - Present findings and communicate knowledge and understanding in different ways eg: recounts, explanation, information sheets
Art		
William Morris: (Still life, flowers, wall paper) I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions	Space picture: - I can add a collage to a background that I have already painted, drawn or printed. - I can mix colours to express mood, divide foreground from background or demonstrate tones	Viking Faces: I can use a variety of techniques when I use clay, including slab, coils and slips
Design and Technology		
Come Dine with Me Design - I can design a savoury dish that reflects a healthy and varied diet. - I can plan a menu that considers balance, flavour, and presentation. - I can explain my ingredient choices and how they support a healthy lifestyle. Make - I can prepare and cook a savoury dish safely and hygienically. - I can use a range of cooking techniques (such as chopping, mixing, boiling, baking, frying, or grilling). - I can present my dish attractively, ready to share with others. Evaluate - I can taste and evaluate my own dish, commenting on flavour, texture, and presentation. - I can compare my dish with others and give constructive feedback. - I can suggest improvements for my dish and reflect on how well it meets my design criteria. Technical Knowledge - I can explain what makes a diet healthy and varied. - I can describe where ingredients come from (grown, reared, caught, or processed). - I can explain how seasonality affects the availability and choice of ingredients.	Cams: Design - I can research and explore products that use cam mechanisms. - I can design a product that uses a cam to create movement, aimed at a specific user. - I can use annotated sketches and diagrams to show how my cam mechanism will work. Make - I can select appropriate tools and materials to make a cam mechanism safely and accurately. - I can measure, cut and assemble components for a cam mechanism with care. - I can create a working product that includes a cam and follower to change rotary motion into linear movement. Evaluate - I can test my cam mechanism and explain how well it works. - I can evaluate my product against my design criteria and suggest improvements. - I can compare my product with existing cam-based products and say what is similar or different. Technical Knowledge - I can explain what a cam and a follower are and how they work together. - I can describe the difference between rotary and linear motion. - I can explain how different cam shapes (e.g. snail, eccentric, egg) affect the movement of the follower.	D & T Primary Scheme: Frame Structures (Playground structures) Design - I can design more complex 3D playground structures. - I can show how my design will be made stronger and more stable using sketches or diagrams. Make - I can build more complex 3D playground structures. - I can apply a wide range of strengthening, stiffening and reinforcing techniques accurately and appropriately. Evaluate - I can test my playground structure for stability and strength. - I can evaluate my playground structure against my design criteria. - I can suggest improvements to make my playground structure stronger, safer or more appealing. Technical Knowledge - I can explain how 3D frames can be strengthened using techniques such as triangulation and cross-bracing. - I can identify different methods used in real playground structures to make them stable.

Computing					
(Following Kapow Computing)					
Computing systems and Networks - Search Engines Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (DL & IT) 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 (CS & IT) Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)		Data handling - Mars Rover 1 Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (DL & IT) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (DL & IT) Programming - Programming Music Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS) Use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS) Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS) 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 (CS & IT)		Creating media - Stop Motion Animation Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS) Use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS) Online safety Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (DL & IT) Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)	
French					
(Following Kapow Scheme)					
Recapping previous knowledge - French animals and pets - French numbers, ages and birthdays - In the French classroom Year 5 unit 1: French Monster Pets - Notice cognates and near cognates in the text. - Recognise some previously known words. - Use a dictionary to research the meaning of relevant vocabulary. - Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective. - Modify sentences to use the correct articles/pronouns (un/une and il/elle) according to gender. - Unscramble jumbled sentences without any errors in word order. - Recognise rules of agreement in longer phrases. - Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.		Year 5 unit 2: Shopping in France - Recognise number words in written form. - Correctly build and pronounce two-digit numbers that have been generated randomly. - Recall vocabulary by matching the correct pictures to the appropriate words. - Join in with a story, using gestures and key vocabulary. - Correctly sort word-cards by gender and apply the appropriate article. - Highlight a range of known and easily recognisable vocabulary in a text.		Year 5 Unit 3: Verbs in a week - Attempt to read new verbs aloud with confidence and mostly accurate pronunciation. - Create an opinion phrase using one of the new verbs. - Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun. - Work together to build a verb spinner and use it to generate appropriate phrases. - Recognise and recall different parts of verbs avoir and être. - Create an original short text, correctly adapting a range of verbs to their appropriate form. Year 5 Unit 4: Meet my French family - Complete correctly a gap-fill activity to match French vocabulary with pictures. - Recognise words that are similar to English. - Adapt a sentence to change its meaning. - Apply some understanding of French pronunciation. - Recognise key information within a longer text. - Build sentences confidently using word cards. - Respond to spoken opinions with the correct gesture. - Use different opinions in sentences. - Change elements of a sentence whilst retaining the meaning. - Organise a text, making simple adaptations that do not affect its overall sense.	
RSE					
(Following My Happy Mind)					
Meet Your Brain This Module helps children to understand how their brain works and how to look after it when they are feeling sad, scared or worried. They will learn all about Neuroplasticity.	MHM Places Celebrate This Module is all focused-on building children’s self-esteem. Children will learn about 5 Character Strengths that	Appreciate This Module is all about children showing gratitude and how this can make us feel amazing!	Relate This Module supports children with friendships and teaches them how to be a good friend. They will learn the key skills of Active Listening and how to see things from a different perspective.	Engage This Module is all focused-on children setting Big Dream Goals. They will learn the 3 steps of how to set a goal and how this will support their happiness and	Ourselfes, Growing and Changing – Grief

	make them unique and special and will spot these in themselves and others		<u>Healthy Lifestyles</u>	<u>Friendships</u> <u>Families and Close Positive Relationships</u>		achievements. This module builds the skills of perseverance. <u>Economic Wellbeing</u>	<u>Ourselfs, Growing and Changing – Transition</u>
<u>PE</u>							
• Tag Rugby • Swimming	• Sports Hall Athletics • Dance		• Dance • Gymnastics	• Gymnastics • OOA		• High 5 Netball • Gymnastics	• Rounders / Cricket • Athletics
<u>RE</u>							
<u>Buddhism</u> To find out who Buddha was and why he is important to Buddhists today. To learn about the Four Noble Truths and the Eightfold Path. What is suffering and how can it be overcome? Why do Buddhists follow a path of right speech, right action, and right thought? What values are promoted through meditation and mindfulness? Understand how and why the life of the Buddha is celebrated during Vesak						<u>Belief in our Communities</u> To find out about the different beliefs of religious and non-religious communities in our local area. Explore beliefs in Christianity, Islam, and Buddhism as part of Cumbria’s faith landscape. To consider the ways in which belonging to a religious or non-religious community can help people. To find out about the impact faith and beliefs have had on the lives of inspirational figures To consider the difficulties for people of different religious beliefs living in non-religious communities	
<u>Stories in Hinduism</u> What is the Hindu holy book (e.g., the Bhagavad Gita or Vedas)? What do Hindu scriptures teach about gods, creation, and dharma? What beliefs are expressed through Hindu symbols like Om or the lotus? What do Hindu stories teach about good and evil, duty and purpose? How might beliefs in karma and reincarnation influence moral decisions? What do Hindu places of worship look like and how are they used? How do Hindus celebrate events like Diwali or Raksha Bandhan in the UK?							
<u>Music</u> (Following Kapow Music)							
Film Music Key Skills: • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. • Recording own composition using appropriate forms of notation and/or technology. • Constructively critique their own and others’ work, using musical vocabulary. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.		Fingal’s Cave Key Skills: • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Using musical vocabulary correctly when describing and evaluating the features of a piece of music. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. • Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Recording own composition using appropriate forms of notation and/or technology. • Constructively critiquing their own and others’ work, using musical vocabulary. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. • Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor’s cues and directions.		Pop Art Key Skills • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. • Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Constructively critique their own and others’ work, using musical vocabulary.			

- Performing with accuracy and fluency from graphic and staff notation and from their own notation. Key Knowledge - To know that a film soundtrack includes the background music and any songs in a film. - To understand that ‘major’ key signatures use note pitches that sound cheerful and upbeat. - To understand that ‘minor’ key signatures use note pitches that can suggest sadness and tension. - To know that ‘graphic notation’ means writing music down using your choice of pictures or symbols but ‘staff notation’ means music written more formally on the special lines called ‘staves’.	Key Knowledge: - To know that the conductor beats time to help the performers work well together. - To understand that improvisation means making up music ‘on the spot’. - To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. - To know that timbre can also be thought of as ‘tone colour’ and can be described in many ways e.g. warm or cold, rich or bright.	- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. Key Knowledge: - To know that a ‘theme’ is a main melody in a piece of music. - To know that ‘variations’ in music are when a main melody is changed in some way throughout the piece. - To know that ‘The Young Person’s Guide to the Orchestra’ was written in 1945 by Benjamin Britten. - To understand that representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly.
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