

## St Andrew Curriculum Map 2020 -2021

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
National/ Whole School Events	21 <sup>st</sup> September International Day of Peace 1st October National Poetry day 15 <sup>th</sup> October Global Handwashing Day	14 <sup>th</sup> November Dwali 5 <sup>th</sup> November Guy Fawkes 11 <sup>th</sup> November Remembrance Sunday 20 <sup>th</sup> November Universal Children's Day 30 <sup>th</sup> November St Andrew 10 <sup>th</sup> December Human Right's Day	4 <sup>th</sup> January World Braille Day 21 <sup>st</sup> January Martin Luther King Jnr Day 25 <sup>th</sup> January Robert Burn's Night 9 <sup>th</sup> February Safer Internet Day 12 <sup>th</sup> February Chinese New Year	3 <sup>rd</sup> March World wildlife day 4 <sup>th</sup> March 5-14 <sup>th</sup> March National Science Week World book day 21 <sup>st</sup> March World poetry day 27 <sup>th</sup> March St Patricks Day 2 <sup>nd</sup> April Autism Awareness	12 <sup>th</sup> April – 11 <sup>th</sup> May Ramadan 23 <sup>rd</sup> April St George's Day 11 <sup>th</sup> May Amnesty International Day 12 <sup>th</sup> May National Children's Day 27 <sup>th</sup> May World Hunger Day	5 <sup>th</sup> June World Environment Day 8 <sup>th</sup> June World Ocean's Day 12 <sup>th</sup> June Queen's Birthday 10 <sup>th</sup> July Don't step on a bee day 14 <sup>th</sup> July Emeline Pankhurst Day 18 <sup>th</sup> July Nelson Mandela Day
Assemblies	See assembly timetable for the year					
Theme	Emperors and Empires		Mighty Metals Ammonite	Through the Ages Rocks, Relics and Rumbles	Urban Pioneers	Predators
Inspirational Female/ BAME (Black, Asian and Minority Ethnic) individuals	Boudicca –warrior queen of the Iceni people	Mae Jemison – First African- American woman in space	Raye Montague Engineer – First woman to design a ship on a computer	Sylvia Earle Oceanographer	Natalia Goncharova – Artist –' everythingism'	Mary Anning Palaeontologist – Fossil collector

<p><b>Learning Adventure</b></p>	<p><b>Main Focus: History</b>  <b>History</b> – Romans  <b>Art and Design</b> - Mosaics  <b>Science Investigation</b> – Did the Romans use Toilet Paper?  <b>Geography</b> – Maps</p>	<p><b>Main Focus: Science</b>  <b>Science</b>- Forces – Magnets  <b>Science Investigation</b> – Can you block magnetism?  <b>DT</b>- Making an Iron Man  <b>Art and Design</b>- Embossed pattern and pictures</p>	<p><b>Main Focus: History</b>  <b>History</b> -Prehistory; Stone Age; Bronze Age; Iron Age;  <b>Geography</b> – Human Features</p>	<p><b>Main Focus: Art and Design</b>  <b>Art and Design</b> – Graffiti/Photography  <b>Computing</b> – Digital Maps, Programming  <b>Science</b> – Light and Dark  <b>Science Investigation</b> – Why do cat’s eyes glow at night?</p>	<p><b>Main Focus: Science</b>  <b>Science</b> – Food chains; Fossils; Plant parts and functions; Water transportation in plants; Skeletal systems  <b>Science Investigations</b> - How do fossils form? What are our joints for? Why are trees tall? What do owls eat? How do worms move?</p>
<p><b>R.E (Come and See)</b></p>	<p><b>Homes</b>- God’s dream for every family  <b>Promises</b>- Promises made at Baptism  <b>Visitors</b>- Advent: Waiting for the coming of Jesus    <b>Judaism</b></p>	<p><b>Journeys</b>- Christian family’s journey with Jesus    <b>Listening and sharing</b>- Jesus gives himself to us in a special way    <b>Giving all</b>- Lent: a time to remember Jesus’ total giving</p>	<p><b>Energy</b>- Gifts of the Holy Spirit    <b>Choices</b>- The importance of the examination of conscience, Sacrament of Reconciliation    <b>Special Places</b>- Holy places for Jesus and the Christians    <b>Islam</b></p>		
<p><b>English</b></p>	<p><b>Stories by the same author – Morpurgo</b>  <b>Stories from other cultures</b>  <b>Poems from around the world</b>  <b>Roman Myths</b>  <b>Newspaper Reports</b>  <b>Letters</b></p>	<p><b>Stories about imaginary worlds</b>  <b>Greek Myths</b>  <b>Myths and Legends Arthurian</b>  <b>Recounts</b>  <b>Non-chronological reports</b>  <b>Instructions and explanations</b>  <b>Traditional poems</b>  <b>Performance poems</b></p>	<p><b>Adventure Stories</b>  <b>Plays and dialogues</b>  <b>Rivers, mountains and coasts</b>  <b>Persuasive writing</b>  <b>Non-chronological reports</b>  <b>Recounts</b>  <b>Poetry</b></p>		
<p><b>Key Quality Texts</b></p>	<p><b>I’ll Take You to Mrs Coles,</b>  <b>Dinosaurs and All That Rubbish,</b>  <b>Seasons of Splendour,</b> Madhur Jaffrey,  <b>The Tiger Child,</b> Joanna Troughton, Stories from other cultures  <b>The Old Man and the Magic Bowl,</b> Hamilton Group Reader, Stories from other cultures  <b>Orchard Book of Roman Myths,</b> Geraldine McCaughrean, Roman Myths  <b>Romulus and Remus,</b> Hamilton Group Reader, Roman Myths  <b>DK Children’s Book of Sport,</b> or similar, Non-</p>	<p><b>The Orchard Book of Greek Myths</b> by Geraldine McCaughrean, Greek Myths and Legends  <b>The Hamilton Book of Traditional Tales,</b> Greek Myths and Legends  <b>Greek Myths</b> by Marcia Williams, Greek Myths and Legends  <b>Fantastic Mr. Fox</b> by Roald Dahl, Stories about Imaginary Worlds  <b>King Arthur and the Knights of the Round Table</b> by Marcia Williams, Myths and Legends: King Arthur  <b>The Ink Garden of Brother Theophane,</b> Instructions and Explanations</p>	<p><b>The Hodgeheg,</b> Dick King-Smith, Adventure Stories  <b>The Witches,</b> Roald Dahl, Plays and Dialogues  <b>Roald Dahl The Witches: Plays for Children,</b> adapted by David Wood, Plays and Dialogues  <b>A selection of other Roald Dahl books and/or playscript versions</b>  <b>Dolphin Boy,</b> Michael Morpurgo, Rivers, Mountains and Coasts  <b>The Sandman and the Turtles,</b> Michael Morpurgo, Rivers, Mountains and Coasts  <b>Recording of adverts aimed at children, e.g advert break during Milkshake on Channel 5</b></p>		

	<p>Chronological Reports  <b>Example of fictional story about footballer or dancer, e.g. Horrid Henry and the Football Fiend, Francesca Simons, Non-Chronological Reports</b>  <b>The Roman Record</b>, Paul Dowsell, Newspaper Reports  <b>Escape From Pompeii</b>, Christina Balit, Newspaper Reports  <b>Dear Father Christmas</b>, Alan Durant, Letters  <b>The Christmas Story</b>, Hamilton Group Reader, Letters  <b>Let's Celebrate! Festival Poems from Around the World</b>, edited Debjani Chatterjee and Brian D'Arcy, Poems from Around the World</p>		<p><b>The Day I Swapped my Dad for two Goldfish</b> by Neil Gaiman and Dave McKean, Recounts  <b>Diary of a Killer Cat</b> by Anne Fine, Recounts  <b>Various Harry Potter books</b> by JK Rowling, Non-Chronological reports  <b>Various Performance Poems</b> supplied with the plans, Performance poems  <b>The Works, The Works 2 and The Works 4</b>, Performance poems  <b>Read me and Laugh</b> by Michael Rosen, Performance poems  <b>A Child's Garden of Verses</b> by Robert Louis Stevenson, Performance poems</p>		<p><b>The Magical Garden of Claude Monet</b>, Laurence Anholt, Recounts  <b>The Journey</b>, Neil Griffiths and Scott Mann, Recounts  <b>River Story</b>, Meridith Hooper, Recounts  <b>Madtail, Miniwhale and Other Shape Poems</b>, chosen by Wes Magee, Shape Poems</p>	
<p><b>Mathematics</b></p>	<p><b>Unit 1 -Place value within 1000</b>  <b>Unit 2 - Addition and Subtraction (1)</b>  <b>Unit 3 - Addition and Subtraction (2)</b>  <b>Unit 4 -Multiplication and Division (1)</b></p>		<p><b>Unit 5 - Multiplication and Division (2)</b>  <b>Unit 6 - Money</b>  <b>Unit 7 -Statistics</b>  <b>Unit 8 - Length</b>  <b>Unit 9 – Fractions (1)</b></p>		<p><b>Unit 10 - Fractions</b>  <b>Unit 11 - Time</b>  <b>Unit 12 - Angles and properties of shape</b>  <b>Unit 13 - Mass</b>  <b>Unit 14 -Capacity</b></p>	
<p><b>Gospel/ British Values</b></p>	<p><b>Includes</b>  What are British Values? (Cornerstones)  Awra Amba - Lyfta Gender Equality (SDG 5)  Awra Amba - Lyfta Democracy – International Day of Democracy (15/9) (SDG 10 and 16)</p>	<p>What are British Values? (Cornerstones)  Anti-bullying  Online Safety</p>	<p>What are British Values? (Cornerstones)  Martin Luther King Jr Day (Cornerstones) (Fair and Equal treatment for all)</p>	<p>Fabiola Gianotti (Cornerstones)  Awra Amba - Lyfta Gender Equality  International Women's Day (8/3) (SDG 5)  Safer Internet Day (Cornerstones)</p>	<p>What are British Values? (Cornerstones)  Secrets of the Opera – Lyfta  Terrific Teamwork (SDG 3)</p>	<p>Secrets of the Opera – Lyfta  Challenging Stereotypes – Dancing on Ice (SDG 5)  Secrets of the Opera – Lyfta  Emotional First Aid – To learn some strategies to promote good mental health (SDG 3)</p>
<p><b>Healthy Lifestyles (physical and mental health)</b></p>	<p><b>Healthy Lifestyles</b>  Learn how to make informed decisions about health  Learn about the elements of a balanced, healthy lifestyle  <b>Mental Health</b>  Learn to recognise that feelings can change over time and range in intensity  Learn about everyday things that affect feelings and the importance of expressing feelings.</p>		<p><b>Healthy Lifestyles</b>  Learn about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.  <b>Mental Health</b>  Learn a varied vocabulary to use when talking about feelings; about how to express feelings in different</p>		<p><b>Healthy Lifestyles</b>  Learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health  <b>Mental Health</b>  Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	

			ways	Learn to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others		
<b>Science</b>	<p style="text-align: center;"><b>Plants</b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p><b>Working Scientifically (LKS2)</b> Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p>	<p style="text-align: center;"><b>Plants</b></p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><b>Working Scientifically (LKS2)</b> asking relevant questions and using different types of scientific enquiries to answer them</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units,</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using</p>	<p style="text-align: center;"><b>Forces and Magnets Properties and changes of materials</b></p> <p>Compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other,</p>	<p style="text-align: center;"><b>Rocks and Fossils</b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter</p> <p><b>Working Scientifically (LKS2)</b> Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment,</p>	<p style="text-align: center;"><b>Light</b></p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change</p> <p><b>Working scientifically</b> Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p>	<p style="text-align: center;"><b>Animals including humans Keeping Healthy</b></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><b>Working scientifically</b> Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment</p>

	<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p>	<p>simple scientific language, drawings, labelled diagrams, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p>	<p>depending on which poles are facing</p> <p><b>Working Scientifically (LKS2)</b></p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations,</p>	<p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys,</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p>	<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units,</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations,</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p>	<p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p>
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	Using straightforward scientific evidence to answer questions or to support their findings.		displays or presentations of results and conclusions  Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.			
<b>Computing</b>  <b>E-Safety will be taught continuously throughout the year</b>	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	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.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  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.  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			
<b>History</b>	Learn about the Roman Empire and its impact on Britain.  Conduct a local history study  Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced		Learn about changes in Britain from the Stone Age to the Iron Age  Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:	Conduct a local history study.		

	<p>and been influenced by the wider world</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>		<p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		
<p><b>Geography</b></p>		<p><b>Locational Knowledge</b></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p><b>Human and Physical features</b></p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>Geographical Skills</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</p>	

		<p style="text-align: center;"><b>Place Knowledge</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p style="text-align: center;"><b>Human and Physical features</b></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p style="text-align: center;"><b>Geographical Skills</b></p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p>	<p style="text-align: center;"><b>Geographical Skills</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>methods, including sketch maps, plans and graphs, and digital technologies</p>
<b>Art</b>	<p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p>Learn about great artists, architects and designers in history.</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>Create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>



<p><b>Design and Technology</b></p>			<p><b>Design</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Technical Knowledge</b></p> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <p>Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)</p>	<p><b>Make</b></p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>		
<p><b>EPR</b></p>	<p><b>SEAL – NEW BEGINNINGS</b></p> <p>Belonging Self-awareness Understanding the feelings of others Managing my feelings Social skills</p>	<p><b>SEAL – SAY NO TO BULLYING</b></p>	<p><b>SEAL – GOING FOR GOALS</b></p> <p>Knowing myself Setting a realistic goal Planning to reach a goal Persistence Making choices</p>	<p><b>SEAL – GOOD TO BE ME</b></p> <p>Knowing myself Understanding my feelings Managing my feelings Standing up for myself</p>	<p><b>SEAL - RELATIONSHIPS</b></p> <p>Knowing myself Understanding my feelings Managing my feelings Social skills Making choices</p>	<p><b>SEAL - CHANGES</b></p> <p>Knowing myself Understanding my feelings Managing my feelings Planning to reach a goal</p>

	Making choices Understanding rights and responsibilities		Evaluation and review			
PE	<ul style="list-style-type: none"> <li>Dance based on sequences</li> </ul>	<ul style="list-style-type: none"> <li>Dance based on sequences</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics - jumping and balancing</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics - jumping and balancing using apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Team games</li> <li>Fielding/striking</li> </ul>	<ul style="list-style-type: none"> <li>Team games</li> <li>Fielding/striking</li> </ul>
Music	<p><b>Big Band</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>		<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>		<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music.</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation</p>	
French						