



Class 3 Medium Term Planning – Spring Term 2020-2021

Natural World

	History	Geography	Jigsaw	Computing	Art/D.T.	P.E.	R.E	Science	Music
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National Curriculum Links</p> <p>Learn more, know more, remember more</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> </ul> <p><i>The overall focus here is to build on pupil's prior learning about historical timelines, now with a focus on geographical changes, similarities and differences</i></p>	<p>Pupils should be taught about:</p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of:</li> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- 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</li> </ul>	<p><i>Roll out Jigsaw to all staff</i></p> <p><b>Jigsaw – Dreams and Goals Unit (Ages 9/10)</b></p> <p><b>Puzzle outcome:</b></p> <p>Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals</p>	<p><b>Spring 1:</b> Unit 6.4 – Blogging</p> <p>Programs – 2Blog</p> <p><b>Spring 2:</b> Unit 6.5 – Text Adventures</p> <p>Program – 2Code/2Connect</p> <p><b>Alongside eSafety: Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p><b>Recap and consolidation session to ensure full coverage</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> <p><b>As part of the research they will learn about:</b></p> <ul style="list-style-type: none"> <li>- about great artists, architects and designers in history.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>- take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<p><b>NY syllabus</b> <b>UKS2 (Unit 2.6)</b></p> <p>What does it mean to be a Muslim in Britain today?</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>
	<p><b>Session 1</b></p>	<p>Research into the changes to the world over time – changes to continents, land masses and climate.</p>	<p>Initial research in to keys areas that we will be covering – independent research to form the framework to build on.</p>	<p>When I Grow Up (My dream lifestyle)</p>	<p>Identify the purpose of writing a blog</p> <p>To identify the features of successful blog writing</p>	<p>Research different art styles and emulate their techniques</p>	<p>Netball</p>	<p>What helps you through the journey of life? What helps Muslims through the journey of life?</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth Millions of years ago.</p> <p>To be able to identify scientific evidence that has been used to support or refute ideas or arguments</p>



	History	Geography	Jigsaw	Computing	Art/D.T.	P.E.	R.E	Science	Music
Knowledge and Skills	<p><b>Understand chronology</b></p> <p><b>Emerging:</b> Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p><b>Expected:</b> Use dates and terms accurately in describing events.</p> <p><b>Exceeding:</b> Make comparisons between different periods of time.</p>	<p><b>Communicate geographically</b></p> <p><b>Expected:</b> including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p><b>Exceeding:</b> including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p>	<p><b>Weekly Celebration:</b> Stay motivated when doing something challenging</p> <p><b>PSHE:</b> I can understand I will need money to help me achieve some of my dreams</p> <p><b>S/E development:</b> I can identify what I would like to be like when I am grown up</p>	<p><b>Pupils understand:</b></p> <p>How a blog can be used as an informative text</p> <p>The key features of a blog</p> <p><b>Expected:</b> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p><b>Exceeding:</b> Choose the most suitable applications and devices for the purposes of communication.</p> <p>Use many of the advanced features in order to create high quality, professional or efficient communications.</p>	<p><b>Master techniques</b></p> <p><b>Emerging:</b> Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> </ul> <p><b>Expected:</b> Combine colours, tones and tints to enhance the mood of a piece.</p> <ul style="list-style-type: none"> <li>• Use brush techniques and the qualities of paint to create texture.</li> </ul> <p><b>Exceeding:</b> Develop a personal style of painting, drawing upon ideas from other artist</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>	<p><b>Emerging:</b> Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p><b>Expected:</b> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p>	<p><b>Understand evolution and inheritance</b></p> <p><b>Expected:</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p><b>Exceeding:</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p><b>Compose:</b></p> <p>Create songs with verses and a chorus.</p> <ul style="list-style-type: none"> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinato (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> </ul>
Session 2	Research into the changes to the world over time – changes to continents, land masses and climate - continued	Focus on: weather and climate and biomes.	Investigate jobs and careers	To plan the theme and content for a blog	Session 1 continued	Netball	What is the key belief of Muslims? How does this affect their life?	To be able to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Compose music to use with poem from previous session



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Knowledge and skills.	<p><b>Investigate and interpret the past</b></p> <p><b>Emerging:</b> Understand that no single source of evidence gives the full answer to questions about the past.</p> <p><b>Expected:</b> Refine lines of enquiry as appropriate</p> <p><b>Exceeding:</b> make connections and comparisons between key periods of British history</p>	<p><b>Communicate geographically</b></p> <p><b>Expected:</b> including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p><b>Exceeding:</b> including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>	<p><b>Weekly Celebration:</b> Keep trying even when it is difficult</p> <p><b>PSHE:</b> I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p><b>S/E development:</b> I appreciate the contributions made by people in different jobs</p>	<p><b>Pupils can work collaboratively to plan a blog</b></p> <p><b>Expected:</b> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p><b>Exceeding:</b> Choose the most suitable applications and devices for the purposes of communication.</p> <p>Use many of the advanced features in order to create high quality, professional or efficient communications.</p>	<p><b>Master techniques</b></p> <p><b>Emerging:</b> Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> </ul> <p><b>Expected:</b> Combine colours, tones and tints to enhance the mood of a piece.</p> <ul style="list-style-type: none"> <li>• Use brush techniques and the qualities of paint to create texture.</li> </ul> <p><b>Exceeding:</b> Develop a personal style of painting, drawing upon ideas from other artist</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>	<p><b>Emerging:</b> Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p><b>Expected:</b> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p><b>Exceeding:</b> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p>	<p><b>Expected:</b> Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents</p>	<p><b>Compose:</b></p> <p>Create songs with verses and a chorus.</p> <ul style="list-style-type: none"> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinato (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> </ul>
Session 3	<p><b>Research into the changes to the world over time – changes to continents, land masses and climate - continued</b></p>	<p><b>Focus on mountains, volcanoes and earthquakes</b></p>	<p><b>My dream job. Why I want it and the steps to get there.</b></p>	<p><b>To understand how to write a blog</b> To consider the effect upon the audience of changing the visual properties of a blog To understand the importance of regularly updating the content of a blog</p>	<p><b>Session 1 continued</b></p>	<p><b>Netball</b></p>	<p><b>Why does prayer matter to Muslims?</b></p>	<p><b>To be able to identify how animals are adapted to suit their environments in different ways and adaptation may lead to evolution</b></p>	<p><b>Complete composing the song</b></p>
Knowledge and Skills	<p><b>Investigate and interpret the past</b></p> <p><b>Emerging:</b> Use sources of evidence to deduce information about the past.</p>	<p><b>Communicate geographically</b></p> <p><b>Expected:</b> including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p>		<p><b>Pupils can:</b></p> <p>Create a blog with specific purpose</p> <p>Understand that the way in which information is presented has an impact upon the audience</p>	<p><b>Master techniques</b></p> <p><b>Emerging:</b> Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> <li>• Create a colour palette based upon colours</li> </ul>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• Field, defend and attack tactically</li> </ul>	<p><b>Emerging:</b> Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p><b>Expected:</b> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p>	<p><b>Expected:</b> Identify how animals and plants are suited to and adapt to their environment in different ways.</p> <p><b>Exceeding:</b> Identify how animals and plants are adapted to suit their environments in different ways</p>	<p><b>Compose:</b></p> <p>Create songs with verses and a chorus.</p> <ul style="list-style-type: none"> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> </ul>



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	<p><b>Expected:</b> Select suitable sources of evidence, giving reasons for choices</p> <p><b>Exceeding:</b> Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<p><b>Exceeding:</b> including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>	<p><b>Weekly Celebration:</b> Work well with a partner or in a group</p> <p><b>PSHE:</b> I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p><b>S/E development:</b> I appreciate the opportunities that learning and education are giving me and understand how this will help me build my future</p>	<p>Understand that blogs need to be updated regularly to maintain the audience's interest and engagement</p> <p><b>Expected:</b> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p><b>Exceeding:</b> Choose the most suitable applications and devices for the purposes of communication.</p> <p>Use many of the advanced features in order to create high quality, professional or efficient communications.</p>	<p>observed in the natural or built world.</p> <ul style="list-style-type: none"> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces. </li></ul> <p><b>Expected:</b> Combine colours, tones and tints to enhance the mood of a piece.</p> <ul style="list-style-type: none"> <li>Use brush techniques and the qualities of paint to create texture.</li> </ul> <p><b>Exceeding:</b> Develop a personal style of painting, drawing upon ideas from other artist</p>	<p>by anticipating the direction of play.</p> <ul style="list-style-type: none"> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> </ul>	<p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p><b>Exceeding:</b> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p>	<p>and that adaptation may lead to evolution.</p>	<ul style="list-style-type: none"> <li>Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>Use drones and melodic ostinato (based on the pentatonic scale).</li> <li>Convey the relationship between the lyrics and the melody.</li> </ul>
Session 4	Session 3 continued – write up the information, link to English planning, what is the purpose, who is the audience?	Focus on earthquakes, oceans and rivers	Dreams and goals of young people in other cultures	To understand how to contribute to an existing blog To understand how and why blog posts are approved by the teacher	Create a piece of artwork that links what they have learnt in previous sessions with their own ideas and stylistic choices	Netball	How is charity important to Muslims? How is charity important to you?	To be able to plan an enquiry that will answer a question	Perform compositions
Knowledge and skills		<p><b>Communicate geographically</b></p> <p><b>Expected:</b> including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p><b>Exceeding:</b> including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p>	<p><b>Weekly Celebration:</b> Have a positive attitude</p> <p><b>PSHE:</b> I can describe the dreams and goals of young people in a culture different to mine.</p> <p><b>S/E Development:</b> I can reflect on how these relate to my own.</p>	<p><b>Pupils:</b></p> <p>Can post comments and blog posts to an existing class.</p> <p>Understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying</p> <p><b>Expected:</b> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p>	<p><b>Collage:</b></p> <p><b>Expected:</b> Select and arrange materials for a striking effect.</p> <ul style="list-style-type: none"> <li>Ensure work is precise.</li> <li>Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p><b>Exceeding:</b> Mix textures (rough and smooth, plain and patterned).</p> <ul style="list-style-type: none"> <li>Combine visual and tactile qualities.</li> </ul>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>Field, defend and attack tactically by anticipating the direction of play.</li> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as</li> </ul>	<p><b>Emerging:</b> Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p><b>Expected:</b> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p> <p><b>Exceeding:</b> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p>	<p><b>Work scientifically</b></p> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>Use straightforward, scientific evidence to</li> </ul>	<ul style="list-style-type: none"> <li>Sing or play from memory with confidence.</li> <li>Perform solos or as part of an ensemble.</li> <li>Sing or play expressively and in tune.</li> <li>Sing a harmony part confidently and accurately.</li> <li>Sustain a drone or a melodic ostinato to accompany singing.</li> </ul>



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				<p><b>Exceeding:</b> Choose the most suitable applications and devices for the purposes of communication.</p> <p>Use many of the advanced features in order to create high quality, professional or efficient communications.</p>		a good role model within a team.		<p>answer questions or to support their findings.</p> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	
Session 5	Draft the text	This will link into the historical element, looking at changes to the world over time	How can we support each other? Puzzle outcome: Charity fundraising	To understand the importance of commenting on blogs To peer assess blogs against the agreed success criteria	Session 4 continued	Netball	Why do Muslims fast?	To be able to identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution - camouflage	Perform compositions



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Knowledge and Skills	As above	<p><b>Communicate geographically</b></p> <p><b>Expected:</b> including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p><b>Exceeding:</b> including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>- To be able to compare and ask questions about the impact of different geographical elements</p>	<p><b>Weekly Celebration:</b> Help others to achieve goals</p> <p><b>PSHE:</b> I understand that communicating with someone in a different culture means we can learn from each other and that I can identify a range of ways that we could support each other</p> <p><b>S/E development:</b> I appreciate that similarities and differences in aspirations between myself and young people in a different culture</p>	<p><b>Pupils:</b></p> <p>Can comment on and respond to other blogs.</p> <p>Can assess the effectiveness and impact of a blog</p> <p>Understand that content included in their blog carefully considers the end user.</p> <p><b>Expected:</b> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p><b>Exceeding:</b> Choose the most suitable applications and devices for the purposes of communication.</p> <p>Use many of the advanced features in order to create high quality, professional or efficient communications.</p>	<p><b>Collage:</b></p> <p><b>Expected:</b> Select and arrange materials for a striking effect.</p> <ul style="list-style-type: none"> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p><b>Exceeding:</b> Mix textures (rough and smooth, plain and patterned).</p> <ul style="list-style-type: none"> <li>• Combine visual and tactile qualities.</li> </ul>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>	<p><b>Emerging:</b> Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p><b>Expected:</b> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p> <p><b>Exceeding:</b> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p>	<p><b>Expected:</b> Identify how animals and plants are suited to their environment in different ways.</p> <p><b>Exceeding:</b> Identify how animals and plants are adapted to suit their environments in different ways and that adaptation may lead to evolution.</p>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> </ul>
Session 6	Create an information text – Purpose/ focus – report with all information collated	Continue to gather information and then write up	Rallying support – assessment opportunity	Session 5 continued	Session 4 continued	Netball	Why do Muslims want to go on pilgrimage?	What must all living things be able to do in order to survive	As above
Knowledge and Skills	<p>Communicate historically</p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• Legacy.</li> </ul> </li> </ul>	As above	<p><b>Weekly Celebration:</b> Are working hard to achieve their own dreams and goals</p> <p><b>PSHE:</b> I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p> <p><b>S/E development:</b> I understand why I am motivated to make a positive contribution to supporting others</p>		<p><b>Collage:</b></p> <p><b>Expected:</b> Select and arrange materials for a striking effect.</p> <ul style="list-style-type: none"> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p><b>Exceeding:</b> Mix textures (rough and smooth, plain</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect</li> </ul>	<p><b>Emerging:</b> Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p><b>Expected:</b> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p><b>Exceeding:</b> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p>	<p><b>Expected:</b> Identify how animals and plants are suited to their environment in different ways.</p> <p><b>Exceeding:</b> Identify how animals and plants are adapted to suit their environments in different ways and that adaptation may lead to evolution.</p>	As above



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					and patterned). <ul style="list-style-type: none"><li>• Combine visual and tactile qualities.</li></ul>	in all competitive situations. <ul style="list-style-type: none"><li>• Lead others when called upon and act as a good role model within a team.</li></ul>			