



<p>SCIENCE <u>Circle of Life</u> In this topic children look at life cycles of various species – including mammals, amphibians and birds. They also look at and describe the life process of reproduction in plants and animals. <u>All children can...</u> explain how plants reproduce. explain how new plants can be grown from cuttings and bulbs. <u>Most children can...</u> describe the differences in the life cycles of different animals. describe the process of reproduction in some animals. report and present their findings from enquiries. <u>Some children can...</u> explain the differences between the life cycles of different animals.</p>		<p>ART <u>Georgia O'Keeffe (Oil Pastels)</u></p> <ul style="list-style-type: none"> - To create observational sketches of flowers - To learn blending techniques for when using pastels - To learn about great artists in history - To improve skills in sketching and adding colour, light and shade using a range of materials. - To use blending techniques to create a final piece of art inspired by Georgia O'Keefe
<p>SEAL / P.S.H.E. <u>New Beginnings</u></p> <ul style="list-style-type: none"> - I understand my rights and responsibilities in the school. - I understand the need for rules in society and why we have the rules we do in school. - If I don't agree with something in school I know how to go about trying to change things. -I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. - I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. - I know that I am valued at school. - I understand how it feels to do or start something new, and why. - I can explain how I go about solving a problem and can give you an example of a problem I have solved. - I know some of the things that help us in school to learn and play well together. 	<p>FRENCH <u>Bon appetit, bonne sante (Healthy eating)</u> In this unit, the children learn how to talk about the different foods and drinks they might find in a packed lunch. They start to express likes and dislikes about food in longer sentences, and to talk about which foods are good for your health. Children are given the opportunity to compare aspects of British and French culture and also to practise following and creating their own recipes.</p>	<p>P.E. <u>Athletics</u></p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - compare their performances with previous ones and demonstrate improvement to achieve their personal best
<p>R.E. <u>Inspirational people in today's world</u></p> <ul style="list-style-type: none"> -To say why a particular inspirational person inspires some people. -To identify some of the values that Gandhi showed in his life. -To retell the story of Archbishop Romero and suggest why the story might be important to believers today. -To identify and describe inspiring people for myself. -To reflect on my ideas about and experiences of forgiveness. -To reflect thoughtfully what I have found inspiring about the people studied I can take part in a class project to attempt to make a difference to something I feel is unfair. 	<p>HISTORY <u>What impact did the Anglo Saxons have?</u> In this unit, the children will explore the world of the Anglo-Saxons, and why they came to Britain. <u>All children can:</u></p> <ul style="list-style-type: none"> • ask questions of the evidence • reach a conclusion at the end of an enquiry • understand where the Anglo-Saxons came from. <p><u>Most children can:</u></p> <ul style="list-style-type: none"> • ask clearly focused questions of the evidence • reach a conclusion based on the evidence they have before them • explain why the Anglo-Saxons came to Britain. <p><u>Some children can:</u></p> <ul style="list-style-type: none"> • realise that interpretations and reconstructions might only be partial views of Saxon England • understand that it is not always possible to reach a conclusion based on what we know • distinguish between 'push' factors and 'pull' factors as a cause of migration. 	<p>GEOGRAPHY Term: Autumn 2</p>
<p>DESIGN AND TECHNOLOGY <u>Apple Crumble</u> (Mini Project – Using the apples from our school orchard)</p> <ul style="list-style-type: none"> -To understand and apply the principles of a healthy and varied diet -To prepare and cook a variety of dishes using a range of cooking techniques -To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed -Preparing and cooking a variety of dishes, including hot and cold meals, desserts, packed lunches, salads, etc. -Using a variety of cooking equipment: scales, knives, utensils, etc. -Growing and harvesting fruit and vegetables -Learning about food hygiene and safety, including getting their food preparation area ready, and clearing up afterwards -Learning about farming and agriculture -Learning about nutritional principles such as a balanced diet, five-a-day etc 	<p>MUSIC</p> <ul style="list-style-type: none"> -Play and perform using voices and musical instruments. -Improvise and compose music. -Listen with attention to detail and recall sounds with increasing aural accuracy. -Develop an understanding of the history of music. 	<p>COMPUTING <u>We are game developers – Developing an interactive game</u></p> <ul style="list-style-type: none"> -create original artwork and sound for a game -design and create a computer program for a computer game, which uses sequence, selection, repetition and variables -detect and correct errors in their computer game -use iterative development techniques (making and testing a series of small changes) to improve their game.



<p>SCIENCE Material World: In this topic, the children learn about materials and how they change. First they test properties of materials, before looking at how materials dissolve, what a solution is, and evaporation. Finally the children compare reversible and irreversible changes. All children can... compare the properties of a range of materials. explore reversible and irreversible changes. draw on the results of their tests to explain why some materials are used. identify some factors that affect dissolving. Most children can... describe different ways to separate mixtures. use their ideas to explain dissolving and separation. explore reversible and irreversible changes. explain the difference between changes in materials. decide the best way to present their findings and evidence. plan comparative and fair tests, and collect accurate results. Some children can... research the discovery of new materials and order them in a timeline. explain the differences between boiling and evaporation. identify scientific processes and changes in some everyday situations.</p>	<p>ART Skylines – Christmas Jars -To create sketch books to record their observations and use them to review and revisit ideas. -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] -About great artists, architects and designers in history.</p>	
<p>SEAL / P.S.H.E. Getting on and Falling out.</p> <ul style="list-style-type: none"> - I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. - I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. - I can say things and do things that are likely to make a difficult situation better. - I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse. - I can use my skills for solving problems peacefully to help other people resolve conflict. - I know what my triggers are for anger; - I know what happens when I get angry; - I know what happens when I am overwhelmed by my feelings of anger; - I know some ways to calm myself down. - I can consider both the short-term and long-term consequences of my behaviour in order to make a wise choice when I am feeling angry. 	<p>FRENCH Je suis le musicien (I am in the Music Man) In this unit, the children listen to different genres of music from around the world and discuss their musical preferences. They also learn new ways of expressing opinions. Musical instruments are looked at, and children are given the opportunity to talk about which instruments they play, as well as to learn an adaptation of the song 'I am the Music Man'. They go on to explore rhythm and how this can be an aid to memorisation. Working together, the children then create and perform a rap, consolidating previously learnt language and further developing their musical awareness.</p>	<p>P.E. Carrousel of activities including dance, netball and football</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best

<p>R.E. Peace at Christmas time -To know about and can understand the importance of peace within Christianity. -To describe the importance of the message of peace within Christianity. -To write a Christmas prayer that encompasses the idea of peace. -To understand and apply the Christian message of peace to my understanding of different stories. -To understand why Jesus is seen as the light of the world and what this means.</p>	<p>HISTORY Term: Autumn 1</p>	<p>GEOGRAPHY How is our Country Changing? In this unit, the children will find out about the regions of the United Kingdom, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area, writing a magazine article and working towards The Big Finish. All children can: • describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland • name and locate some key topographical features of the UK • locate where they live within the UK • describe changes that have happened in their local area • share their hopes for the future of the area. Most children can: • describe how another region of the UK has changed over time • understand that change is continual • describe what their local area was like in the past • understand that their local area will continue to change • offer opinions on their local area at present and the changes underway • use appropriate geographical vocabulary to describe change. Some children can: • describe how several UK regions have changed over time • explain some of the ways in which development can be sustainable • understand that people hold differing views about change in their region.</p>
<p>DESIGN AND TECHNOLOGY Autumn Fair Games - Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria • Generate and develop design criteria through annotated sketches <p>Make</p> <ul style="list-style-type: none"> • Select and use a wide range of tools and equipment to perform practical tasks • Select from construction material and components according to functional properties <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate against design criteria, consider how to make improvements <p>Technical knowledge</p> <ul style="list-style-type: none"> • Apply understanding of how to strengthen, stiffen and reinforce complex structures 	<p>MUSIC -Play and perform using voices and musical instruments. -Improvise and compose music. -Listen with attention to detail and recall sounds with increasing aural accuracy. -Develop an understanding of the history of music.</p>	<p>COMPUTING We are cryptographers – Cracking codes -be familiar with semaphore and Morse code -understand the need for private information to be encrypted -encrypt and decrypt messages in simple ciphers -appreciate the need to use complex passwords and to keep them secure -have some understanding of how encryption works on the web.</p>



<p>SCIENCE Forces: In this topic children learn about forces and machines. Starting with the force of gravity, they then study friction forces, including air and water resistance, before investigating how simple machines work. All children can... explain what makes objects fall to the Earth. plan a fair test to find out how well different objects fall. decide on new question to test as a result of their observations. plan a fair test to investigate different types of friction and water resistance. make some detailed observations and present them clearly. Most children can... come up with a sensible conclusion. explain how levers, springs, pulleys and gears transmit force and motion. make some simple machines. design and make a Rube Goldberg machine containing at least four different simple machines. Some children can... identify sources of error in investigations. identify investigations to undertake on various forms of friction. design and make a Rube Goldberg machine containing at least six simple machines, including geared sections.</p>		<p>ART LS. Lowery (Perspective Drawing)</p> <ul style="list-style-type: none"> - To learn about great artists in history - To learn some of the techniques for perspective drawing - To create a sketch book to develop ideas - To create a perspective Street Scene
<p>SEAL / P.S.H.E. Say No to Bullying</p> <ul style="list-style-type: none"> - To have explored the issues of name-calling and other forms of direct bullying and understand how this feels - To empathise with how it feels to be the person who is bullied and/or a witness wanting to stop bullying situations - To have explored a range of reasons that can lead to children bullying Others - To have had practice in using the problem-solving process to generate solutions, consider consequences and decide on the best solution 	<p>FRENCH En route pour l'école (On the way to school) In this unit, the children learn how to say the alphabet in French and practise this in practical activities involving a town plan with grid references. They also practise and gain increasing confidence in using numbers and move on to higher numbers. The local area and routes to school are discussed, with children learning how to talk about places in a town or village. They learn to follow and give directions, and to respond to verbal instructions by moving around a space. Children develop their ability to tell the time in French, using half hours and describing the time they go to school. Finally, they are taught about the importance of clear communication, and learn strategies to ensure that meaning is conveyed in conversations.</p>	<p>P.E. Carrousel of activities including dance, netball and football</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best
<p>R.E. Religion and the individual -pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. -they ask important questions about religions and beliefs, making links between their own and others' responses. -pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.</p>	<p>HISTORY Term: Spring 2</p>	<p>GEOGRAPHY Where does all our stuff come from? In this unit, the children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods. A useful link about UK import and exports can be found on the Voyagers website All children can:</p> <ul style="list-style-type: none"> • use an atlas to locate countries • know the journey of how at least one product gets to their home in detail • pose their own enquiry questions • explain what 'fair trade' means • explain where in the world several different fruits originate • name and locate several countries where their clothes and food originate. <p>Most children can:</p> <ul style="list-style-type: none"> • explain the views of different groups of people on a geographical issue • understand that there are advantages and disadvantages to imported and locally produced products • understand that there are various outcomes for items of clothing that are no longer wanted • explain how cotton clothing is produced • explain that each type of fruit grows in particular climatic conditions. <p>Some children can:</p> <ul style="list-style-type: none"> • understand there are many routes that products can take before arriving in our homes • understand that our shopping choices have an effect on the lives of others.
<p>DESIGN AND TECHNOLOGY</p>	<p>MUSIC -Play and perform using voices and musical instruments. -Improvise and compose music. -Listen with attention to detail and recall sounds with increasing aural accuracy. -Develop an understanding of the history of music.</p>	<p>COMPUTING We are artists – Fusing geometry and art -develop an appreciation of the links between geometry and art -become familiar with the tools and techniques of a vector graphics package -develop an understanding of turtle graphics experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers -develop some awareness of computer-generated art, in particular fractal-based landscapes.</p>



SCIENCE Science skills will be used within Design and Technology and Maths		ART
SEAL / P.S.H.E. Good to be me <ul style="list-style-type: none"> - I can tell the difference between showing I am proud and boasting. - I know that boasting can make other people feel inadequate or useless. - I can explain how I am feeling even if I have mixed feelings. - I can make a judgement about whether to take a risk - I can disagree with someone without falling out. - I can cope when someone disagrees with me. - I understand that sometimes the feeling part of my brain takes over and I might make mistakes. - I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings. - I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy. 	FRENCH Les quatre saisons (The four seasons) In this unit, the children learn about the months of the year in the context of seasons. They consider when their birthdays fall and learn about expected weather patterns during the four seasons. They are taught a song to reinforce vocabulary and are then introduced to the Greek myth of Persephone. By looking at model dialogues based on that story, the children are able to write their own descriptive role-plays, which culminate in a performance.	P.E. Carrousel of activities including dance, netball and football <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best
R.E. Easter: <ul style="list-style-type: none"> -Retell religious stories from the Easter festival. -Identify some religious practises that are shown at Easter. -Respond sensitively to the experiences, values and concerns of those who celebrate two of the festivals. -Describe some religious beliefs, practises and features connected with Easter. -Show understanding of how festivals contribute to a feeling of belonging. -Show an understanding of how beliefs and stories are important in the festival. -Ask questions about experiences of those who celebrate. 	HISTORY What was important to our local Victorians? In this unit, the children will investigate their local area during Victorian times. They will discover what remains from that period, and why that might be an issue today. If the immediate area contains little evidence of the Victorian period then you may need to go further afield. It is alternatively feasible to approach this unit looking at an alternative time period and making adaptations to suit your local area. All children can: <ul style="list-style-type: none"> • know when the Victorians lived • identify a Victorian building • talk about the evidence we have for Victorian times. Most children can: <ul style="list-style-type: none"> • understand that things changed during Victoria's long reign • talk about why something is significant • differentiate between fiction and fact as a form of useful evidence. Some children can: <ul style="list-style-type: none"> • realise that some things stayed the same during Victoria's long reign • devise their own criteria for why something is significant • understand that not all Victorians felt the same way about things. 	GEOGRAPHY Term: Spring 1
DESIGN AND TECHNOLOGY Marble Run Design <ul style="list-style-type: none"> -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 -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately Evaluate <ul style="list-style-type: none"> - investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge <ul style="list-style-type: none"> -apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages 	MUSIC <ul style="list-style-type: none"> -Play and perform using voices and musical instruments. -Improvise and compose music. -Listen with attention to detail and recall sounds with increasing aural accuracy. -Develop an understanding of the history of music. 	COMPUTING We are web developers – Creating a web page about cyber safety <ul style="list-style-type: none"> -develop their research skills to decide what information is appropriate -understand some elements of how search engines select and rank results -question the plausibility and quality of information -develop and refine their ideas and text collaboratively -develop their understanding of online safety and responsible use of technology.



<p>SCIENCE <u>Earth and Space:</u> In this topic, children learn about space. Starting with the Solar System, they look next at how ideas about space have changed over time, before finally exploring what causes us to experience night and day on Earth. All children can... explain what the Solar System is. name the eight planets in the Solar System in order of their distance away from the Sun. Most children can... use mathematics accurately to make a model of our Solar System. describe the difference between the geocentric and heliocentric models of the Solar System. explain how people's ideas of the Solar System have changed over time. use secondary sources to research scientific ideas. Some children can... explain how the Moon orbits the Earth to cause a month. explain how the Earth's movement causes night and day. use simple models to explain how a month and day and night are caused.</p>		<p>ART <u>Space themed art</u> -To create sketch books to record their observations and use them to review and revisit ideas. -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] -About great artists, architects and designers in history.</p>
<p>SEAL / P.S.H.E. <u>Going for goals</u></p> <ul style="list-style-type: none"> - I know the skills and attributes of an effective learner. - I can try to develop these skills. - To know the skills and attributes of an effective learner. - Recognise and celebrate our own achievements - Know the skills and attributes of a good learner - I can apply what I have learned. - I can tell you what I need to learn next. 	<p>FRENCH <u>Les planets (The planets)</u> In this unit, the children take a close look at the planets. They learn about the planets' connection to the days of the week and their position in relation to the sun. Grammatical skills are developed, when children construct sentences about the planets including nouns, proper nouns and adjectives. They also do further work on how to make use of connectives to join sentences. Finally, the children present their knowledge of planets through ICT or by making a booklet.</p>	<p>P.E. <u>Cricket</u></p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending - compare their performances with previous ones and demonstrate improvement to achieve their personal best

<p>R.E. <u>Beliefs and Questions: Islam and Hinduism</u> -To describe what personal beliefs are held and why. -To consider and express questions about beliefs which may not have answers. -To find out about the religion of Islam. -To find out about the religion of Hinduism. -To understand that people have different beliefs. -To ask questions to better understand a religion that is not my own. -To recognise the similarities and differences between my beliefs and those from other religions. -To realise that different people influence our beliefs and why this can be a good or bad thing.</p>	<p>HISTORY Term: Summer 2</p>	<p>GEOGRAPHY <u>Are we destroying our world?</u> In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable. All children can: • describe some threats to the health of our planet • name several common minerals • describe some renewable and non-renewable energy sources • explain how humans rely on the oceans • pose an enquiry question • understand ways to make school more sustainable • identify an important environmental issue. Most children can: • plan and carry out an enquiry into sustainability in school • explain several threats to wildlife/habitats • understand ways to improve the health of our planet • explain where minerals are found around the world • explain the carbon cycle • describe some threats to our oceans • understand some advantages of marine protected areas (MPAs). Some children can: • understand some ways in which minerals can be developed sustainably • understand that no one type of energy production will provide all the world's energy</p>
<p>DESIGN AND TECHNOLOGY</p>	<p>MUSIC -Play and perform using voices and musical instruments. -Improvise and compose music. -Listen with attention to detail and recall sounds with increasing aural accuracy. -Develop an understanding of the history of music.</p>	<p>COMPUTING <u>We are bloggers- Sharing experience and opinions</u> -become familiar with blogs as a medium and a genre of writing -create a sequence of blog posts on a theme incorporate additional media -comment on the posts of others -develop a critical, reflective view of a range of media, including text.</p>



<p>SCIENCE <u>Animals including humans:</u> In this topic children look at and describe the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans and learn about the changes experienced in puberty. All children can... describe some of the changes that happen as children grow up into adults. give an explanation of what happens during pregnancy. describe how various mammals have different gestation periods. describe some of the changes that happen during puberty. Most children can... describe how our height changes as we get older. present scientific data accurately in a variety of ways and identify a pattern in it. describe some of the changes that happen as we reach old age. discuss some of the problems that old people face. explain some of the reasons why humans are living longer. Some children can... describe how various mammals have different gestation periods. describe some of the problems caused by humans living longer. interpret and identify patterns from scientific data. develop and create solutions for the problems associated with old</p>		<p>ART</p>
<p>SEAL / P.S.H.E. <u>Relationships</u></p> <ul style="list-style-type: none"> - I can find out about people who are important to me - I can give and receive a compliment - I can tell you about a time when I felt embarrassed and what it felt like. - I know some things to do when I feel embarrassed that will not make things worse - I can think about what embarrasses me and learn something about me that I didn't know before. - I can set myself goals or challenges 	<p>FRENCH <u>Scene de Plage (Beach scene)</u> In this unit, children learn about the Impressionist style of painting and famous French artists who were part of that movement. They have several opportunities to think about different features of art work and learn how to describe objects and colours within a painting. This gives them the foundation to paint their own beach scene in the style of the Impressionists.</p>	<p>P.E. <u>Cricket</u></p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending - compare their performances with previous ones and demonstrate improvement to achieve their personal best

<p>R.E. <u>Beliefs in action in the world</u> -Find out more about Christian Aid. -Consider the motivation of Christian Aid as a faith-based charity. -Learn about different places, drawing on their own and others' experience. -Devise an enquiry into life in another type of community. -Discover that there are similarities, as well as differences, between communities in other parts of the world and our own. -Consider how we find out about other places around the world. -Think about how we identify and locate places in the world. -Find out more about a country and what it is like to live there.</p>	<p>HISTORY <u>Why should we thank the Ancient Greeks?</u> In this unit, the children will look at a variety of sources that show political, social and cultural aspects of Ancient Greek life. They will consider the achievements and legacy of the Ancient Greeks, and how they influenced the world in which we live today. All children can: • identify some achievements of the Ancient Greeks • outline some aspects of life in Ancient Greece • understand some of the evidence available to reconstruct the history of Ancient Greece. Most children can: • identify examples of achievements of the Ancient Greeks • describe aspects of Greek life among several groups • use sources to draw conclusions about Ancient Greece. Some children can: • critically evaluate the legacy of the Ancient Greeks • explain variations in Greek life in different places and over time • use a range of sources to construct historical accounts of Ancient Greece.</p>	<p>GEOGRAPHY Term: Summer 1</p>
<p>DESIGN AND TECHNOLOGY <u>Pandora's Box</u> Design -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make -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 Evaluate -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world Technical knowledge -apply their understanding of computing to programme, monitor and control their products.</p>	<p>MUSIC -Play and perform using voices and musical instruments. -Improvise and compose music. -Listen with attention to detail and recall sounds with increasing aural accuracy. -Develop an understanding of the history of music.</p>	<p>COMPUTING <u>We are architects – Creating a virtual space</u> -understand the work of architects, designers and engineers working in 3D -develop familiarity with a simple CAD (computer aided design) tool -develop spatial awareness by exploring and experimenting with a 3D virtual environment -develop greater aesthetic awareness.</p>