









Our Lady of Peace Catholic Nursery & Primary School

Curriculum Map 2021-2022

Our Lady of Peace Catholic Primary and Nursery School

Curriculum Overview- Year 6

	THEMES		
	<p style="text-align: center;"><u>Autumn 1</u></p> <p>Theme 1: Wellbeing</p> <p>The wellbeing agenda is at the heart of our curriculum. Children and young people should feel happy, safe, respected and included in the school environment and staff are proactive in promoting positive behaviour in the classroom, playground and the wider school community. At Our Lady of Peace, we believe that each individual is given gifts and talents by God. We equip our students with the knowledge and skills on how to identify their emotions as well as understand their own mental health from an early age. Linked to wellbeing is our R.E. unit on 'Belonging.' Having a strong sense of belonging to the family will help children learn life skills to make the best choices into their adulthood. It also provides a firm foundation for the child's identity, enabling them to feel comfortable and confident of trying new things.</p>	<p style="text-align: center;"><u>Spring 1</u></p> <p>Theme 3: Leadership & Collaboration</p> <p>Leadership skills allow children to have control of their lives and the ability to make things happen. Leadership instils confidence, and helps children solve problems creatively, work in a team, and work collaboratively with others. At Our Lady of Peace we want pupils to play an active and positive role in all aspects of school life. We are committed to developing pupils' skills as leaders across the school in order to develop their personal and social development.</p> <p>We promote values that are both Catholic and British, including: respect for the individual, democracy, individual liberty, respect, tolerance and inclusiveness. At OLOP we promote cohesion by serving more ethnically diverse and poorer communities and work in partnership with the local community to develop link to enrich the learning experiences of our pupils.</p>	<p style="text-align: center;"><u>Summer 1</u></p> <p>Theme 5: Enquiry & Creativity</p> <p>Our pupils will have a passion and thirst for knowledge and have a clear understanding of our core values and our mission. Through enquiry, pupils will engage in research around interesting ideas and essential questions. This will prepare them for life in the wider community and provide an opportunity to take a hands-on approach in their education while obtaining several important skills that can be used at all levels of their learning, and even into their future careers. Additionally, the right mix of creativity along with the curriculum will help pupils to be innovative and encourage them to learn new things.</p>
	<p style="text-align: center;"><u>Autumn 2</u></p> <p>Theme 2: Resilience & Stamina</p> <p>In a world of increasing 'pressure' on young children it is vital that children have the fortitude, passion and ability to succeed. Our curriculum teaches children the skills of listening, communication and teamwork. We embrace a school-wide learning culture that genuinely enables all children to develop as resilient, self-regulating learners and thinkers.</p> <p>Our pupils develop a growth mind set approach from the earliest opportunities in school, so that they are resilient learners, who recognise that their effort is key to their success. They understand that they can improve through hard work and are encouraged to develop mechanisms for protection against experiences which could be overwhelming. This enables children to emerge from challenging experiences with a positive sense of themselves and their futures. Children who develop resilience are better able to face disappointment, learn from failure, cope with loss, and adapt to change.</p>	<p style="text-align: center;"><u>Spring 2</u></p> <p>Theme 4: Our Place in the World</p> <p>In today's fast-moving world, children need to know where they fit into the modern world. We feel that it is important for pupils to know their community, the geography of our own country and the geography of the world. We aim to provide opportunities for pupils, both within the classroom and beyond. With the strength God has given them, and a solid foundation of knowledge and skill, the children of Our Lady of Peace will take life's difficulties in their stride, showing resilience, confidence and a strong sense of self. Our pupils will live out our catholic mission by responding to social justice and local, national and international charitable work.</p>	<p style="text-align: center;"><u>Summer 2</u></p> <p>Theme 6: Embracing change & Aspirations</p> <p>The meaning of aspiration is something you hope to achieve. At Our Lady of Peace, we want our pupils to have high aspirations to help build toward a future and give a sense of control and hope. It is a process of reaching the stars and we want our pupils to have the motivation and desire to achieve the best they can. Pupils will be expected to reflect on their learning and decide what they want to achieve for themselves. Our pupils will be open-minded, excited to celebrate others and share their successes and be empowered to be in control of their own future, supported by guidance from God.</p>

	Autumn	Spring	Summer
Art & D.T.	<p>Art Can you express your feelings through art?</p>  <p>Can explain why different tools are used to create art. Can explain why specific techniques are chosen to create art. Can produce art using the style of a famous artist and say how it has been influenced by a famous artist.</p> <p>D.T. What makes a good designer?</p>  <p>Can use market research to inform my plans and ideas. Can follow and refine plans. Can justify plans in a convincing way. Can show that culture and society is considered in plans and designs. Know how to test and evaluate a product. Can explain how products should be stored and give reasons. Can work within a budget. Can evaluate the product against clear criteria.</p>	<p>Art What made Matisse and Van Gogh great artists?</p>  <p>Can explain why different tools are used to create art. Can explain why specific techniques have been chosen to create my art. Can use feedback to make amendments and improvement to art.</p> <p>D.T. How does food unite us?</p>  <p>Can use market research to inform plans and ideas Can follow and refine plans Can show that culture and society is considered in the plans and designs. Can explain how products should be stored and give reasons Can evaluate product against clear criteria</p>	<p>Art How can I express creativity through digital art?</p>  <p>Can explain specific techniques have been chosen to create art Can use print to create different patterns Can use a range of e-resources to create art</p> <p>D.T. Sink or float?</p>  <p>Can follow and refine plans Can show how to test and evaluate products Can evaluate a product against clear criteria</p>
SMSC/British Values	<p>Spiritual: 1b, 1c, 1d Social: 3a Cultural: 4d</p>	<p>Spiritual: 1a, 1b, 1c, 1d Social: 3a, 3b Cultural: 4d, 4e (BV Link)</p>	<p>Spiritual: 1b, 1c, 1d Social: 3a Cultural: 4d, 4e (BV Link)</p>
Science	<p>Science How can I keep my body and mind healthy?</p>	<p>Science Evolution and inheritance</p>	<p>Science Electricity</p>

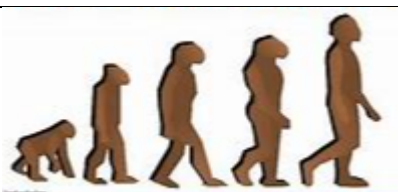


Can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
 Can use the outcome of test results to make predictions and set up a further comparative fair test.
 Can report findings from enquiries in a range of ways.
 Can explain a conclusion from an enquiry.
 Can explain causal relationships in an enquiry
 Can identify and name the main parts of the human circulatory system.
 Can describe the function of the heart, blood vessels and blood.
 Can discuss the impact of diet, exercise, drugs and life style on health.
 Can describe the ways in which nutrients and water are transported in animals, including humans.

Classification



Can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
 Can report findings from enquiries in a range of ways.
 Can classify living things into broad groups according to observable characteristics and based on similarities & differences.
 Can describe how living things have been classified.
 Can give reasons for classifying plants and animals in a specific way.

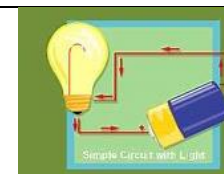


Can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
 Can describe how the earth and living things have changed over time.
 Can explain how fossils can be used to find out about the past.
 Can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).
 Can explain how animals and plants are adapted to suit their environment.
 Can link adaptation over time to evolution.
 Can explain evolution.

Light



Can plan different types of scientific enquiry.
 Can control variables in an enquiry.
 Can measure accurate and precisely using a range of equipment.
 Can explain a conclusion from an enquiry.
 Can explain causal relationships in an enquiry
 Can explain how light travels.
 Can explain and demonstrate how we see objects. Can explain why shadows have the same shape as the object that casts them.
 Can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.






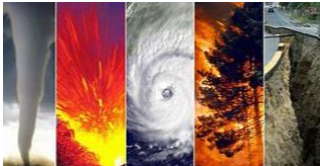








Can control variables in an enquiry.
 Can measure accurate and precisely using a range of equipment.
 Can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
 Can use the outcome of test results to make predictions and set up a further comparative fair test.
 Can report findings from enquiries in a range of ways.
 Can explain a conclusion from an enquiry.
 Can explain causal relationships in an enquiry and explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.
 Can compare and give reasons for why components work and do not work in a circuit.
 Can draw circuit diagrams using correct symbols.







The Titanic



Can control variables in an enquiry.
 Can measure accurate and precisely using a range of equipment.
 Can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
 Can use the outcome of test results to make predictions and set up a further comparative fair test.
 Can report findings from enquiries in a range of ways.
 Can explain a conclusion from an enquiry.
 Can explain causal relationships in an enquiry.
 Can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.

SMSC/British Values	Spiritual: 1b, 1c, 1d Moral: 2b	Spiritual: 1c Social: 3a	Spiritual: 1c Social: 3a
History & Geography	History Why do we owe so much to 'The Few'?  <p>Can summarise the main events from a period of history, explaining the order of events and what happened. Can summarise how Britain has had a major influence on the world Can identify and explain propaganda Can describe a key event from Britain's past using a range of evidence from different sources</p> How has Britain changed since the Queen's coronation?  <p>Can place features of historical events and people from the past societies and periods in a chronological framework. Can summarise how Britain has had a major influence on the world Can identify and explain differences, similarities and changes between different periods of history. Can describe a key event from Britain's past using a range of evidence from different sources Can describe the features of historical events and way of life from periods I have studied; presenting to an audience</p>	History How did the ancient Egyptians collaborate when they built the pyramids?  <p>Can place features of historical events and people from the past societies and periods in a chronological framework. Can summarise the main events from a period of history, explaining the order of events and what happened Can summarise how Britain may have learnt from other countries and civilisations Can identify and explain differences, similarities and changes between different periods of history.</p> Geography How would your life change if you lived in Brazil?  <p>Can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. Can describe how some places are similar and dissimilar in relation to their human and physical features. Can explain how time zones work and calculate time differences around the world.</p>	Geography What will we see on our journey around the world?  <p>Can use Ordnance Survey symbols and 6 figure grid references. Can answer questions by using a map. Can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. Can choose the best way to collect information needed and decide the most appropriate units of measure Can use OS maps to answer questions</p> How do natural disasters and extreme weather change people's lives?  <p>Can name the largest desert in the world and locate desert regions in an atlas. Can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. Can explain how time zones work and calculate time differences around the world. Can use extended description of the human features of different places around the world</p>
SMSC/British Values	Spiritual: 1a, 1b, 1c, 1d Moral: 2c	Spiritual: 1a, 1b, 1c, 1d Social: 3a, 3b	Spiritual: 1b, 1c, 1d Moral: 2c

	Social: 3a, 3b, 3c (BV Link) Cultural: 4a, 4c	Cultural: 4a, 4b, 4e (BV Link)	Social: 3a, 3b
R.E.	<p>R.E. Loving- Do you have to earn love?</p>  <p>Understands God's love is unconditional and never ending Can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. Can use religious terms to show an understanding of many different liturgies. Can show some understanding of how religious belief shapes life in different ways. Can confidently show how their own and others' decisions are informed by beliefs and values. Can engage in some discussion about questions of life, in light of religious teaching. Can express different points of view. Can use sources to support some points of view. Can arrive at judgements.</p> <p>Baptism- Vocation & Commitment What is commitment in life?</p>  <p>Understand the vocation of priesthood and religious life Can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. Can use religious terms to show an understanding of many different liturgies. Can show some understanding of how religious belief shapes life in different ways. Can engage in some discussion about questions of life, in light of religious teaching Can express different points of view. Can use sources to support some points of view. Can arrive at judgements.</p>	<p>R.E. Sources- Are books enriching?</p>  <p>Know that there are a wide variety of books and the purpose for which they were written Know The Bible as the story of God's love, told by the people of God – Can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. Can use religious terms to show an understanding of many different liturgies. Can show some understanding of how religious belief shapes life in different way Can confidently show how their own and others' decisions are informed by beliefs and values. Can engage in some discussion about questions of life, in light of religious teaching. Can use sources to support some points of view. Can arrive at judgements</p> <p>Unity- Why are we happiest when we are united?</p>  <p>Know what nourishes and what spoils friendship and unity. Know The Eucharist challenges and enables the Christian family to live and grow in communion every day Can use religious terms to show an understanding of many different liturgies. Can show some understanding of how religious belief shapes life in different ways.</p>	<p>R.E.: Witnesses- What do I want to witness to in my life?</p>  <p>Know that the Holy Spirit enables people to witness to the Easter message Can use religious terms to show an understanding of many different liturgies. Can show some understanding of how religious belief shapes life in different ways. Can confidently show how their own and others' decisions are informed by beliefs and values. Can engage in some discussion about questions of life, in light of religious teaching. Can express different points of view</p> <p>Healing- Who needs healing?</p>  <p>Know that when people become sick and need care Know the Sacrament of the Anointing of the Sick Can use religious terms to show an understanding of many different liturgies. Can show some understanding of how religious belief shapes life in different ways. Can confidently show how their own and others' decisions are informed by beliefs and values. Can engage in some discussion about questions of life, in light of religious teaching. Can express different points of view</p>

	<p>Expectations- Should we have expectations in life?</p>  <p>Know the vocation of priesthood and religious life Can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. Can use religious terms to show an understanding of many different liturgies. Can show some understanding of how religious belief shapes life in different ways Can confidently show how their own and others' decisions are informed by beliefs and values. Can engage in some discussion about questions of life, in light of religious teaching Can express different points of view. Can use sources to support some points of view. Can arrive at judgements</p>	<p>Can confidently show how their own and others' decisions are informed by beliefs and values. Can engage in some discussion about questions of life, in light of religious teaching. Can express different points of view. Death & New Life- Can any good come out of loss and death?</p>  <p>Know about the love and care of people Know the Church's seasons of Lent, Holy week and Easter; the suffering, death and resurrection of Jesus led to new life Can use religious terms to show an understanding of many different liturgies. Can show some understanding of how religious belief shapes life in different ways. Can confidently show how their own and others' decisions are informed by beliefs and values. Can engage in some discussion about questions of life, in light of religious teaching. Can express different points of view.</p>	<p>Common Good- How can we work together to build a just and fair world?</p>  <p>Know about the Justice for the good of all Know the work of Christians for the common good of all Can use religious terms to show an understanding of many different liturgies. Can show some understanding of how religious belief shapes life in different ways. Can confidently show how their own and others' decisions are informed by beliefs and values. Can engage in some discussion about questions of life, in light of religious teaching. Can express different points of view Can use sources to support some points of view. Can arrive at judgements.</p>
SMSC/British Values	<p>Spiritual: 1a, 1b, 1c, 1d Moral: 2a, 2b, 2c (BV Link) Social: 3a, 3b, 3c Cultural: 4e (BV Link)</p>	<p>Spiritual: 1a, 1b, 1d Moral: 2a, 2b, 2c (BV Link) Social: 3a, 3b, 3c Cultural: 4a, 4b, 4e (BV Link)</p>	<p>Spiritual: 1a, 1b, 1c, 1d Moral: 2a, 2b, 2c (BV Link) Social: 3a Cultural: 4a, 4e (BV Link)</p>
Computing	<p>Computing Coding</p>  <p>Can design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. Can use variables within a game to keep track of the properties of objects. Can use functions and understand why they are useful in 2Code. Can debug a program and organise the code into tabs. Can organise code into functions and Call functions to eliminate surplus code in the program.</p>	<p>Computing Spreadsheets</p>  <p>Can explore Probability. Can use spreadsheets in 'real life' Creating a computational model. Can use a spreadsheet to plan pocket money spending.</p>	<p>Computing Text Adventures</p>  <p>Can find out what a text adventure is. Can plan a story adventure. Can make a story-based adventure. Can introduce map-based text adventures. Can code a map-based text adventure.</p>

Can explore the options for getting text input from the user in 2Code.
 Can use flowcharts to test and debug a program.
 Can create a simulation of a room in which devices can be controlled.
 Can explore how 2Code can be used to make a text-based adventure game.

Online Safety



Can identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.
 Can identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.
 Can identify the benefits and risks of giving personal information and device access to different software.
 Can review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.
 Understand appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.
 Know how information online can persist and give away details of those who share or modify it.
 Know the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.
 Can identify the positive and negative influences of technology.

Blogging



Can identify the purpose of writing a blog.
 Can identify the features of successful blog writing.
 Can plan the theme and content for a blog.

Can plan a school event.
 Know what is a spreadsheet?
 Know basic calculations.
 Can organise data
 Can use Charts and Graphics.
 Can use a spreadsheet to solve problems.

Quizzing



Can make a picture quiz for young children.
 Can use the question types within 2Quiz.
 Can explore the grammar quizzes.
 Can make a quiz that requires the player to search a database.
 Are you smarter than a 10- (or 11-) year-old? To make a quiz to test your teachers or parents.






Networks











Can find out what a LAN and a WAN are.
 Can find out how we access the internet in school.
 Can research and find out about the age of the internet.
 Can think about what the future might hold.


Understanding Binary

Can recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems).
 Know that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.
 Can recognise that the numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and 11
 Can represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary.
 Can represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary.
 Can explore how division by two can be used as a technique to determine the binary representation of any whole number by collecting remainder terms
 Can represent the state of an object in a game as active or inactive using the respective binary values of 1 or 0

	<p>Know how to write a blog.</p> <p>Can consider the effect upon the audience of changing the visual properties of the blog.</p> <p>Can understand the importance of regularly updating the content of a blog.</p> <p>Can understand how to contribute to an existing blog.</p> <p>Can understand how and why blog posts are approved by the teacher.</p> <p>Can understand the importance of commenting on blogs.</p> <p>Can peer-assess blogs against the agreed success criteria.</p>		
P.E.	<p>P.E.</p> <p>Tag Rugby & Dance</p>  <p>Can create and use space to help their team.</p> <p>Can pass and receive the ball with increasing control under pressure.</p> <p>Can select the appropriate action for the situation and make this decision quickly.</p> <p>Can tag opponents individually and when working within a unit.</p> <p>Can use the rules of the game consistently to play honestly and fairly.</p> <p>Can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>Can work in collaboration with others so that games run smoothly.</p> <p>Can recognise own and others strengths and areas for development and can suggest ways to improve.</p> <p>Can choreograph a dance and work safely using a prop.</p> <p>Can lead a small group through a short warm-up routine.</p> <p>Can perform dances confidently and fluently with accuracy and good timing.</p> <p>Can refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>Can use appropriate language to evaluate and refine their own and others' work.</p> <p>Can use feedback provided to improve the quality of their work.</p> <p>Can work creatively and imaginatively on their own, with a partner and in a group to choreograph and structure dances.</p> <p>Basketball & Co-ordination</p>	<p>P.E.</p> <p>Football</p>  <p>Can create and use space to help their team.</p> <p>Can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>Can select the appropriate action for the situation and make this decision quickly.</p> <p>Can use marking, tackling and/or interception to improve their defence.</p> <p>Can use the rules of the game consistently to play honestly and fairly.</p> <p>Can work collaboratively to create tactics with their team and evaluate the effectiveness of these.</p> <p>Can recognise their own and others strengths and areas for development and can suggest ways to improve</p> <p>Tennis & OAA</p>  <p>Can select the appropriate action for the situation and make this decision quickly.</p> <p>Can use a wider range of skills with increasing control under pressure.</p>	<p>P.E.</p> <p>Rounders & Balance & Co-ordination</p>  <p>Can strike a bowled ball with increasing consistency.</p> <p>Can use a wider range of skills with increasing control under pressure.</p> <p>Can use the rules of the game consistently to play fairly.</p> <p>Can work collaboratively with others to get batters out.</p> <p>Can work in collaboration with others so that games run smoothly.</p> <p>Understand and can apply some tactics in the game as a batter, bowler and fielder.</p> <p>Dodgeball & Strategic games</p>  <p>Can officiate and help to manage a game by refereeing.</p> <p>Can select the appropriate action for the situation and make this decision quickly.</p> <p>Can use a wider range of skills with increasing control under pressure.</p> <p>Can use the rules of the game consistently to play honestly and fairly.</p>

	 <p>Can create and use space to help their team. Can dribble, pass, receive and shoot the ball with increasing control under pressure. Can select the appropriate action for the situation and make this decision quickly. Can use the rules of the game honestly and consistently. Can work collaboratively to create tactics with their team and evaluate the effectiveness of these. Can work in collaboration with others so that games run smoothly. Can recognise their own and others strengths and areas for development and can suggest ways to improve. Know when to use different styles of defence In game situations.</p>	<p>Can use feedback provided to improve the quality of their work. Can use the rules of the game consistently to play honestly and fairly. Can work collaboratively to create tactics with their team and evaluate the effectiveness of these. Can work in collaboration with others so that games run smoothly. Can recognise their own and others strengths and areas for development and can suggest ways to improve. Know that there are different areas of fitness and how this helps in different activities. Can share job roles and lead when necessary. Can orientate a map efficiently to navigate around a course. Can pool ideas within a group, selecting and applying the best method to solve a problem. Can use critical thinking skills to form ideas and strategies to solve challenges. Can work effectively with a partner and a group to solve challenges. Can reflect on when and how successful they are at solving challenges and alter their methods in order to improve.</p>	<p>Can work collaboratively to create tactics with my team and evaluate the effectiveness of these. Can work in collaboration with others so that games run smoothly. Can recognise own and others strengths and areas for development and can suggest ways to improve</p>
SMSC/British Values	<p>Spiritual: 1b, 1c, 1d Moral: 2b Social: 3a. 3b Cultural: 4d</p>	<p>Spiritual: 1b, 1c, 1d Moral: 2b Social: 3a. 3b Cultural: 4d</p>	<p>Spiritual: 1b, 1c, 1d Moral: 2b Social: 3a. 3b Cultural: 4d</p>
Music	<p>Music Happy</p>  <p>Can explore the Pop/Neo Soul style of music. Can listen to various songs and focus on how these songs make them feel when they listen to them. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p> <p>Classroom Jazz</p>	<p>Music A New Year Carol</p>  <p>Know about the Classical or Urban Gospel style of music. Can listen to Benjamin Britten's music and cover versions. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>	<p>Music Music and Me</p>  <p>Can create their own music inspired by their identity and women in the music industry. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>

	 <p>Can explore the Bacharach and Blues styles of music. Know about jazz, improvisation and composition. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>	 <p>You've got a Friend</p> <p>Can explore the 70s Ballad and Pop style of music. Can listen to and talk about the music of Carole King. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>	 <p>Reflect, Rewind & Replay</p> <p>Can explore the Classical style of music. Know about the history of music and look back and consolidate their learning while learning some of the language of music. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>
SMSC/British Values	Spiritual: 1b, 1c, 1d Social: 3a, 3b Cultural: 4d	Spiritual: 1b, 1c, 1d Social: 3a, 3b Cultural: 4d	Spiritual: 1b, 1c, 1d Social: 3a, 3b Cultural: 4d
French	<p>French La Week-end</p>  <p>Can ask and talk about regular activities Can say what you don't do Can ask and say what other people do Can talk about what you like/dislike doing</p> <p>Les Vetements</p>  <p>Can ask and say what clothes they like</p>	<p>French Ma journee</p>  <p>Can ask and talk about daily routine Can talk about times of daily routine Can ask and talk about breakfast Can talk about details of a typical day</p> <p>Les Transports</p>	<p>French Le Sport</p>  <p>Can talk about which sports they like Can what they think of different sports Can give reasons for preferences Can talk about a sporting event</p> <p>On Va Faire La Fete</p> 

	<p>Can give opinions about clothes Can say what clothes they wear Can ask and talk about prices</p>	 <p>Can talk about forms of transport Can ask and talk about where they are going and how to get there Can talk about their plans for a trip Can buy tickets at the station</p>	<p>Can talk about different forms of transport, places and immediate future plans Can give descriptions of people and clothes Can give opinions of food and clothes Can order in a café</p>
--	---	---	--