

## Year 5 – Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Peasants, Princes and Pestilence	Offer with Her head!	Star Gazers	Pharaohs!	John Bunyan Life path	Scream Machines
<b>Values Year 1</b>	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
<b>Values Year 2</b>	Thankfulness	Trust	Justice	Perseverance	Service	Truthfulness
Maths (White Rose)	Place Value Roman Numerals Addition and Subtraction	Addition and Subtraction Statistics Number: Multiplication Perimeter	Multiplication and Division Area Fractions	Fractions Number: Decimals and percentages	Number: Decimals Geometry: property of Shape	Geometry: Position and direction Measurement: converting units Measurement: Volume
Reading VIPERS	The Graveyard by Neil Gaeman Everything about Castles!	Treason by Berlie Doherty	The Iron Man by Ted Hughes Hidden Figures by Margot Lee Shetterly	The Red Pyramid by Rick Riordan The Lost Thing by Shaun Tan	A Pilgrim's Progress by John Bunyan	The Spiderwick Chronicles by Holy Black
Writing	Grammar Personification poems Journals Letter Persuasive speech	Poetry and riddles Biographies Newspaper reports Persuasive letters Character descriptions	Descriptive writing Mnemonics Diary Science fiction – adventure story	Chronological reports Instructions Mystery Play scripts Fact files	Grafham Water chronological report/brochure John Bunyan activities	Design a theme park – Advertisements Poetry Short narrative with dialogue Signage Non-fiction books
Science	Living things and their habitats  -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe the life process of	Animals including humans  -describe the changes as humans develop to old age	Earth and space  -describe the movement of the Earth and other planets relative to the sun in the solar system -describe the movement of the	Properties and changing materials  -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency,	Changing materials part 2  -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including	Forces  -explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

	reproduction in some plants and animals		moon relative to the Earth -describe the sun, Earth and moon as approximately spherical bodies -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	conductivity (electrical and thermal), and response to magnets -know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -demonstrate that dissolving, mixing and changes of state are reversible changes -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	metals, wood and plastic -explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	-identify the effects of air resistance, water resistance and friction, that act between moving surfaces -recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
Science	<ul style="list-style-type: none"> <li>-Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>-Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>- Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
Computing	<p>Coding using Purple Mash &amp; Scratch Jnr</p> <ul style="list-style-type: none"> <li>-Design, write and debug programs that accomplish specific goals, including controlling</li> </ul>	<p>Online safety</p> <ul style="list-style-type: none"> <li>-Understand computer networks, including the internet; how they can provide multiple services,</li> </ul>	<p>Spreadsheets</p> <ul style="list-style-type: none"> <li>-Use sequence, selection and repetition in programs; work with variables and various</li> </ul>	<p>3D modelling</p> <ul style="list-style-type: none"> <li>-Children are able to make appropriate improvements to digital solutions based on feedback</li> </ul>	<p>Game Creator</p> <ul style="list-style-type: none"> <li>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors</li> </ul>	<p>Databases and concept maps</p> <ul style="list-style-type: none"> <li>-Use search technologies effectively, appreciate how</li> </ul>

	<p>or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>-Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.</p> <p>-When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables.</p>	<p>such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p> <p>-Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</p> <p>-Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and</p>	<p>forms of input and output.</p> <p>-Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.</p>	<p>received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.</p>	<p>in algorithms and program.</p> <p>-Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p>	<p>results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.</p> <p>-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
--	---	--	---	--	--	---

		online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.				
Music	<p><u>Medieval music</u> – respond to sacred (plainsong) and secular medieval music; look at medieval instruments &amp; listen to common rhythms used in secular music. Learn to play medieval music in a group using tambours/drums, descant recorders, claves and zither/dulcimer</p> <p>-</p>	<p><u>'Off with her head!'</u></p> <p><u>-Tudor music</u> – compose a fanfare using 3 notes and staff notation, learn Green sleeves (allegedly by Henry VIII, learn a Tudor carol (dance with a song) e.g. The Coventry Carol, The Boar's Head Carol, identify Tudor instruments. (Learn selection of Xmas carols for concert with Y6 in church)</p>	<p><u>Star gazers</u> – listen &amp; respond to the characters of Holst's Planet Suite; explore rhythmic ideas (Also see BBC Ten Pieces 'Mars' lesson plan &amp; programme)</p>	<p><u>Pharaohs</u> - create a ceremonial rhythmic piece to honour the Ancient Egyptian Gods using tuned and un-tuned percussion</p> <p>[Carousel 3 has some Egyptian unit in it]</p>	<p><u>John Bunyan</u> – sing &amp; accompany 'To be a pilgrim' with tuned &amp; un-tuned instruments; listen &amp; respond to range of Vaughan Williams compositions (inc The Lark Ascending on BBC Ten Pieces)</p>	<p><u>Scream Machines</u> – machine music and creating graphic scores; listen to 'Short Ride in a Fast Machine' by John Adams. Identify how Adams creates sense of speed and exhilaration.</p>
History	<p>14<sup>th</sup> Century Britain – The Black Death, the Feudal system, peasants Revolt, Castles and Knights.</p> <p>- Know and sequence key events of time studied</p> <p>-Use relevant terms and period labels</p> <p>-Make comparisons between different times in the past</p> <p>- Examine causes and results of great</p>	<p>The Tudors – The reign of Henry VIII</p> <p>- Know and sequence key events of time studied</p> <p>-Use relevant terms and period labels</p> <p>-Make comparisons between different times in the past</p> <p>-Study different aspects of different people</p> <p>-Differences between men and women</p>	<p>To research significant scientific individuals e.g. Galileo, Isaac Newton, the 1960 Space race, Tim Peake etc...</p> <p>- Examine causes and results of great events and the impact on people</p> <p>--Compare accounts of events from different sources</p> <p>-Offer some reasons for different versions of events</p>	<p>Ancient Egyptian civilisation – Egyptian Pharaohs, Mummification, embalming and tombs, education and Gods.</p> <p>- Know and sequence key events of time studied</p> <p>-Use relevant terms and period labels</p> <p>-Make comparisons between different times in the past</p>	<p>Local History of Bedford</p> <p>- Know and sequence key events of time studied</p> <p>-Use relevant terms and period labels</p> <p>-Make comparisons between different times in the past</p> <p>-Compare life in early and late 'times' studied</p>	<p>Theme parks in the UK and overseas</p> <p>-Use the library and internet for research with increasing confidence</p> <p>-Communicate their knowledge and understanding.</p>

	<p>events and the impact on people</p> <ul style="list-style-type: none"> <li>- Compare life in early and late 'times' studied</li> <li>-Compare an aspect of lie with the same aspect in another period</li> <li>-Compare accounts of events from different sources <ul style="list-style-type: none"> <li>– Fact or fiction</li> </ul> </li> <li>-Offer some reasons for different versions of events</li> <li>-Recall, select and organise historical information</li> <li>-Communicate their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>-Compare life in early and late 'times' studied</li> <li>-Compare an aspect of lie with the same aspect in another period</li> <li>--Compare accounts of events from different sources <ul style="list-style-type: none"> <li>– Fact or fiction</li> </ul> </li> <li>-Offer some reasons for different versions of events</li> <li>-Recall, select and organise historical information</li> <li>-Communicate their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>--Use the library and internet for research with increasing confidence</li> <li>-Recall, select and organise historical information</li> <li>-Communicate their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>-Study different aspects of different people</li> <li>-Differences between men and women</li> <li>- Compare life in early and late 'times' studied</li> <li>-Compare an aspect of lie with the same aspect in another period</li> <li>-Select relevant sections of information</li> <li>-Recall, select and organise historical information</li> <li>-Communicate their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to identify primary and secondary sources</li> <li>-Use evidence to build up a picture of a past event</li> <li>-Recall, select and organise historical information</li> <li>-Communicate their knowledge and understanding.</li> </ul>	
Geography	<p>14<sup>th</sup> Century Europe compared to present and the spread of The Black Death.</p> <ul style="list-style-type: none"> <li>-Begin to use primary and secondary sources of evidence in their investigations.</li> <li>- Collect and record evidence unaided</li> <li>- Identify position and significance of time zones</li> <li>- Begin to draw a variety of thematic maps based on their own data.</li> <li>- Measure straight line distance on a plan.</li> </ul>	<p>To research how the physical landscape has changed since the 1500's and Britain's counties.</p> <ul style="list-style-type: none"> <li>-Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>- Collect and record evidence unaided</li> <li>- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on</li> </ul>	<p>To use maps, globes, atlases, google earth to locate countries and describe their physical landscapes</p> <ul style="list-style-type: none"> <li>-Begin to suggest questions for investigating</li> <li>-Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> <li>- Use 8 compass points.</li> </ul>	<p>Human and physical features of Egypt, the River Nile and tourism.</p> <ul style="list-style-type: none"> <li>-Begin to use primary and secondary sources of evidence in their investigations.</li> <li>- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> <li>-Begin to use 4 figure coordinates to locate features on a map.</li> </ul>	<p>Maps of the Local area and how they have changed over the years</p> <ul style="list-style-type: none"> <li>-Begin to suggest questions for investigating</li> <li>-Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul>	<p>-</p> <ul style="list-style-type: none"> <li>-Draw a plan view map with some accuracy</li> <li>- Begin to digital and computer mapping</li> </ul>

		people/everyday life	<ul style="list-style-type: none"> <li>- Compare maps with aerial photographs.</li> <li>- Use index and contents page within atlases.</li> <li>-Use medium scale land ranger OS maps</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to draw a variety of thematic maps based on their own data.</li> <li>- Draw a sketch map using symbols and a key;</li> <li>-Use/recognise OS map symbols</li> <li>- Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> <li>- Find/recognise places on maps of different scales. (E.g. river Nile.)</li> <li>- Identify significant places and environments</li> </ul>	<ul style="list-style-type: none"> <li>-Select a map for a specific purpose. (E.g. pick atlas to find Taiwan, OS map to find local village.)</li> <li>- Understand, describe and use key physical features: climate zones, biomes &amp; vegetation belts</li> <li>-Understand, describe and use key human features: types of settlement and land use</li> </ul>	
PE	<p>Netball Badminton</p> <ul style="list-style-type: none"> <li>-Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>-Shows confidence in using ball skills in various ways, and can link these together.</li> <li>-Uses skills with co-ordination, control and fluency.</li> <li>-Takes part in competitive games with a strong understanding of tactics and composition.</li> </ul>	<p>Tag Rugby</p> <ul style="list-style-type: none"> <li>-Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>-Shows confidence in using ball skills in various ways, and can link these together.</li> <li>-Uses skills with co-ordination, control and fluency.</li> <li>-Takes part in competitive games with a strong understanding of tactics and composition.</li> </ul>	<p>Football</p> <ul style="list-style-type: none"> <li>-Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>-Shows confidence in using ball skills in various ways, and can link these together.</li> <li>-Uses skills with co-ordination, control and fluency.</li> <li>-Takes part in competitive games with a strong understanding of tactics and composition.</li> </ul>	<p>Lacrosse</p> <ul style="list-style-type: none"> <li>-Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>-Shows confidence in using ball skills in various ways, and can link these together.</li> <li>-Uses skills with co-ordination, control and fluency.</li> <li>-Takes part in competitive games with a strong understanding of tactics and composition.</li> </ul>	<p>Volleyball Cricket</p> <ul style="list-style-type: none"> <li>-Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>-Shows confidence in using ball skills in various ways, and can link these together.</li> <li>-Uses skills with co-ordination, control and fluency.</li> <li>-Takes part in competitive games with a strong understanding of tactics and composition.</li> </ul>	<p>Athletics –</p> <ul style="list-style-type: none"> <li>-Beginning to build a variety of running techniques and use with confidence.</li> <li>-Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</li> <li>-Beginning to record peers performances, and evaluate these.</li> <li>-Demonstrates accuracy and confidence in throwing and catching activities.</li> <li>-Describes good athletic</li> </ul>

	<p>-Can create their own games using knowledge and skills.</p> <p>-Can make suggestions as to what resources can be used to differentiate a game.</p> <p>-Apply basic skills for attacking and defending.</p> <p>-Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>-Can create their own games using knowledge and skills.</p> <p>-Can make suggestions as to what resources can be used to differentiate a game.</p> <p>-Apply basic skills for attacking and defending.</p> <p>-Uses running, jumping, throwing and catching in isolation and combination.</p> <p><b>Gymnastics – balances/Spring/Flight</b></p> <p>-Select and combine their skills, techniques and ideas.</p> <p>-Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>-Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>-Analyse and comment on skills and techniques and</p>	<p>-Can create their own games using knowledge and skills.</p> <p>-Can make suggestions as to what resources can be used to differentiate a game.</p> <p>-Apply basic skills for attacking and defending.</p> <p>-Uses running, jumping, throwing and catching in isolation and combination.</p> <p><b>Dance</b></p> <p>-Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>-Demonstrates strong movements throughout a dance sequence.</p> <p>-Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>-Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>-Beginning to show a change of pace and timing in their movements.</p>	<p>-Can create their own games using knowledge and skills.</p> <p>-Can make suggestions as to what resources can be used to differentiate a game.</p> <p>-Apply basic skills for attacking and defending.</p> <p>-Uses running, jumping, throwing and catching in isolation and combination.</p> <p><b>OAA –</b></p> <p>-Develops strong listening skills.</p> <p>-Use s and interprets simple maps.</p> <p>-Think activities through and problem solve using general knowledge.</p> <p>-Choose and apply strategies to solve problems with support.</p> <p>-Discuss and work with others in a group.</p> <p>-Demonstrates an understanding of how to stay safe</p>	<p>-Can create their own games using knowledge and skills.</p> <p>-Can make suggestions as to what resources can be used to differentiate a game.</p> <p>-Apply basic skills for attacking and defending.</p> <p>-Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>performance using correct vocabulary.</p> <p>-Can use equipment safely and with good control.</p> <p><b>Rounders –</b></p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>-Shows confidence in using ball skills in various ways, and can link these together.</p> <p>-Uses skills with co-ordination, control and fluency.</p> <p>-Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>-Can create their own games using knowledge and skills.</p> <p>-Can make suggestions as to what resources can be used to differentiate a game.</p> <p>-Apply basic skills for attacking and defending.</p>
--	--	--	---	---	--	---

		<p>how these are applied in their own and others' work.</p> <ul style="list-style-type: none"> <li>-Uses more complex gym vocabulary to describe how to improve and refine performances.</li> <li>-Develops strength, technique and flexibility throughout performances.</li> <li>-Links skills with control, technique, co-ordination and fluency.</li> <li>-Understands composition by performing more complex sequences</li> </ul>	<ul style="list-style-type: none"> <li>-Uses the space provided to his maximum potential.</li> <li>-Improvises with confidence, still demonstrating fluency across their sequence.</li> <li>-Modifies parts of a sequence as a result of self and peer evaluation.</li> <li>-Uses more complex dance vocabulary to compare and improve work.</li> </ul>			<ul style="list-style-type: none"> <li>-Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>
PE	<p>EVALUATION: -Watches and describes performances accurately.          -Learn from others how they can improve their skills.          -Comment on tactics and techniques to help improve performances.          -Make suggestions on how to improve their work, commenting on similarities and differences.          HEALTHY LIFESTYLE: - Can describe the effect exercise has on the body          Can explain the importance of exercise and a healthy lifestyle.          Understands the need to warm up and cool down.</p>					
PSHE	Being me in my world	Celebrating difference	Dreams & Goals	Healthy Me	Relationship	Changing me
RE	Justice and Poverty: Why does Faith make a difference?	Why do some people believe in God and some people not?	Values: What matters most to Humanists and Christians?	What will make our community a more respectful place?	How does faith enable resilience?	What helps Hindu people as they try to be good?
French	Describe the high street; give directions & tell the time – say, read, spell places on the high st; recognise similarities & differences between UK & France; give basic directions (left,	Times of the day; adjectives for the high street; likes/dislikes and 'aller' – morning/noon/night; adjectives for free time activities; the verb 'aller'; revisit combined Y3 & 4 Nativity & learn a	Où habites-tu? Saying where you live; north/south/east/west; seasons; describing the climate where you live	Keeping Healthy – food; likes and dislikes. Revisit fruit and food from Y3 and increase vocab; look at traditional eating times and foods in France. Preparing a traditional dessert	-	-

	right, straight on); tell the time on the hour; ¼ past, ½ past & ¼ to	Xmas carol e.g. Il est né le divin enfant		– crêpes (create a recipe)		
Art/ Design Technology	<p>Medieval recipes for a banquet</p> <p>DT - Select appropriate materials, tools and techniques</p> <p>- Measure and mark out accurately</p> <p>- Use skills in using different tools and equipment safely and accurately</p> <p>- Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>- Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>- Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>Print/block making -Explain a few techniques, inc' the use of poly-blocks, belief, mono and resist printing.</p>	<p>Portrait sketching and painting-</p> <p>-Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>-Work on preliminary studies to test media and materials.</p> <p>-Create imaginative work from a variety of sources.</p> <p>Tudor Fashion and peg dolls –</p> <p>-Use a variety of source material for their work.</p> <p>-Work in a sustained and independent way from observation, experience and imagination.</p> <p>-Use a sketchbook to develop ideas.</p> <p>-Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Printing, using a range of materials to show texture.</p> <p>-Explain a few techniques, inc' the use of poly-blocks, belief, mono and resist printing.</p> <p>-Choose the printing method appropriate to task.</p> <p>-Build up layers and colours/textures.</p> <p>-Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Design and make a craft for a space mission (3D mars rovers)</p> <p>-Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>-Extend their work within a specified technique.</p> <p>-Use a range of media to create collage.</p>	<p>Drawing artefacts, making headdresses and hieroglyphic cartouche.</p> <p>-Use a variety of source material for their work.</p> <p>-Work in a sustained and independent way from observation, experience and imagination.</p> <p>-Use a sketchbook to develop ideas.</p> <p>-Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Clay Canopic jars –</p> <p>-Describe the different qualities involved in modelling, sculpture and construction.</p> <p>-Use recycled, natural and manmade materials to create sculpture.</p> <p>-Plan a sculpture through drawing</p>	<p>Looking at different styles of writing: calligraphy and graffiti.</p> <p>-Investigate art, craft and design in the locality and in a variety of genres, styles and traditions</p> <p>Watercolour paintings</p> <p>-Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p> <p>-Experiment with using batik safely</p>	<p>Photography and image editing. Ride design, programme modelling, mechanical systems and working models</p> <p>-Use ICT.</p> <p>DT - Use results of investigations, information sources, including ICT when developing design ideas</p> <p>Investigating mechanisms by exploring, observing and making</p> <p>-Use a sketchbook to develop ideas</p> <p>-Work in a sustained and independent way from observation, experience and imagination.</p> <p>Fairground/ theme park food -</p>

	<ul style="list-style-type: none"> <li>-Choose the printing method appropriate to task.</li> <li>-Build up layers and colours/textures.</li> <li>-Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>-Choose inks and overlay colours</li> <li>DT - Select appropriate materials, tools and techniques</li> <li>- Measure and mark out accurately</li> <li>- Use skills in using different tools and equipment safely and accurately</li> </ul>	<ul style="list-style-type: none"> <li>-Join fabrics in different ways, including stitching.</li> <li>-Use different grades and uses of threads and needles.</li> </ul>	<ul style="list-style-type: none"> <li>DT - Generate ideas through brainstorming and identify a purpose for their product</li> <li>- Draw up a specification for their design</li> <li>- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</li> <li>- Use results of investigations, information sources, including ICT when developing design ideas.</li> <li>Select appropriate materials, tools and techniques</li> <li>- Measure and mark out accurately</li> <li>- Use skills in using different tools and equipment safely and accurately</li> <li>- Cut and join with accuracy to ensure a good-quality finish to the product</li> </ul>	<ul style="list-style-type: none"> <li>and other preparatory work.</li> <li>DT - Generate ideas through brainstorming and identify a purpose for their product</li> <li>- Draw up a specification for their design</li> </ul> <p>Cook Egyptian food</p>		
Art/Design Technology	<p>ART: Exploring and developing ideas:</p> <ul style="list-style-type: none"> <li>--Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>-Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>-Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p>Evaluating and developing work:</p> <ul style="list-style-type: none"> <li>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>-Adapt their work according to their views and describe how they might develop it further.</li> </ul> <p>DT: -Evaluate a product against the original design specification</p> <ul style="list-style-type: none"> <li>- Evaluate it personally and seek evaluation from others</li> </ul>					