




| Annual Subject Overview 2019-20 |         | Science and Foundation subjects  |
|---------------------------------|---------|--|
| Subjects                        | AUTUMN  |  |
| Year 1                          | Science | <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>I can identify and name everyday materials.</li> <li>I can tell the difference between an object and the material it is made from.</li> <li>I can describe the properties of everyday materials.</li> <li>I can identify the properties of everyday materials.</li> <li>I can identify which materials have certain properties.</li> <li>I can sort objects by their properties.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>I can watch closely.</li> <li>I can test different materials.</li> <li>I can sort objects by their properties.</li> <li>I can observe and record the weather.</li> </ul> <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> <li>I can recognise the signs of autumn.</li> <li>I can observe autumn leaves.</li> <li>I know about the weather in Autumn.</li> <li>I can identify seasonal changes.</li> </ul>   |
|                                 | RE      | <p>All About Me/ Special Occasions</p> <ul style="list-style-type: none"> <li>I can identify my own personal character, interests, beliefs and feelings.</li> <li>I can identify what makes some people especially important to me and others.</li> <li>I can reflect on how values influence my behaviour.</li> <li>I can identify some special times in my life and how I celebrate them.</li> <li>I can talk about how different people celebrate Christmas (link to Nativity story).</li> </ul>  |
|                                 | PSHE    | <p>Our special people/balloons.</p> <ul style="list-style-type: none"> <li>Recognise that they belong to various groups and communities such as their family;</li> <li>Explain how these people help us and we can also help them to help us.</li> </ul> <p>Who are our special people?</p> <ul style="list-style-type: none"> <li>Identify some of the people who are special to them;</li> <li>Recognise and name some of the qualities that make a person special to them.</li> </ul> <p>Harold has a bad day.</p> <ul style="list-style-type: none"> <li>Recognise how a person's behaviour (including their own) can affect other people.</li> </ul> <p>Eat well</p> <ul style="list-style-type: none"> <li>Recognise that they may have different tastes in food to others;</li> <li>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> </ul> <p>Thinking about feelings.</p> <ul style="list-style-type: none"> <li>Recognise how others might be feeling by reading body language/facial expressions;</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> </ul> <p>Same or different.</p> <ul style="list-style-type: none"> <li>Identify the differences and similarities between people;</li> <li>Empathise with those who are different from them;</li> <li>Begin to appreciate the positive aspects of these differences.</li> </ul> <p>Catch it! Bin it! Kill it!</p> <ul style="list-style-type: none"> <li>Understand how diseases can spread;</li> <li>Recognise and use simple strategies for preventing the spread of diseases.</li> </ul> <p>Super Sleep</p> <ul style="list-style-type: none"> <li>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>Identify simple bedtime routines that promote healthy sleep.</li> </ul> |


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| Subjects  | AUTUMN   |                                 |
| PE  | <p><u>REAL PE</u></p> <ul style="list-style-type: none"> <li>• <i>Coordination-Floor Movement Patterns – I can explore movement patterns.</i></li> <li>• <i>Leg balance – I can explore small base balancing.</i></li> </ul> <p><u>Games- Ball skills</u></p> <p><i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p><u>Yoga</u></p> <ul style="list-style-type: none"> <li>• <i>Develop controlled movement and flexibility.</i></li> <li>• <i>Develop an understanding of yoga.</i></li> <li>• <i>Show control when copying and repeating yoga poses.</i></li> </ul> <p><i>Develop strength and co-ordination in yoga poses.</i></p>  |                                 |
| DT  | <p>Structures</p> <ul style="list-style-type: none"> <li>• <i>I investigate products in the school (chairs).</i></li> <li>• <i>I can write instructions.</i></li> <li>• <i>I know how to make freestanding structures, stronger, stiffer and more stable.</i></li> <li>• <i>I say suggest improvements (evaluation).</i></li> </ul>  |                                 |
| Geography   | <p>Mapping the UK.</p> <p>Local Geography – explore the school grounds.</p> <p>Use the school grounds to develop mapping skills</p> <ul style="list-style-type: none"> <li>• <i>To know that an aerial view means to look at something from above.</i></li> <li>• <i>To understand that maps tell us the location of different places.</i></li> <li>• <i>To understand that compass points can be used to show direction.</i></li> <li>• <i>To understand what makes a good map.</i></li> <li>• <i>To mark find and mark locations on a map.</i></li> </ul>  |                                 |
| History   | <p>★ Changes within living memory houses; toys</p> <p>★ Changes within living memory: Transport, Clothes</p> <ul style="list-style-type: none"> <li>• <i>I can find out about toys today.</i></li> <li>• <i>I can explain how we find out about the past.</i></li> <li>• <i>I can use sources to help me find out about the past.</i></li> <li>• <i>I can compare toys from different times.</i></li> <li>• <i>I can compare old toys with modern toys.</i></li> <li>• <i>I can recognise how toys have changed over time.</i></li> <li>• <i>I can use words relating to the passage of time.</i></li> </ul>   |                                 |
| Music   | <p>★ Exploring sounds</p> <p>★ Exploring duration</p> <p><u>Ourselves</u></p> <ul style="list-style-type: none"> <li>• <i>Creating and responding to vocal sounds.</i></li> <li>• <i>Exploring how to change sounds.</i></li> <li>• <i>Creating and placing vocal and body percussion sounds.</i></li> <li>• <i>Exploring descriptive sounds.</i></li> </ul> <p><u>Number</u></p> <ul style="list-style-type: none"> <li>• <i>Recognising and developing a sense of steady beat using voices and body percussion.</i></li> <li>• <i>Identifying and performing changes in tempo.</i></li> <li>• <i>Learning to play percussion with control.</i></li> <li>• <i>Keeping a steady beat and using dynamics to vary the musical effect.</i></li> <li>• <i>Identifying and keeping a steady beat using movement, body percussion and instruments.</i></li> <li>• <i>Recognising and responding to changes in tempo in music.</i></li> </ul> <p><u>Weather</u></p> <ul style="list-style-type: none"> <li>• <i>Exploring and controlling dynamics (volume), duration and timbre with voices, body percussion and instruments.</i></li> <li>• <i>Improvising descriptive music.</i></li> <li>• <i>Controlling duration and dynamics using voices, body percussion and instruments.</i></li> <li>• <i>Identifying a sequence of sounds (structure) in a piece of music.</i></li> <li>• <i>Responding to music through movement.</i></li> </ul> |                                 |


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| Subjects                        | AUTUMN    |  |
| Year 2                          | Science   | <p>Materials:</p> <ul style="list-style-type: none"> <li>- To identify and group uses of everyday materials</li> <li>- To compare suitability of everyday materials</li> <li>- To explain how the shape of objects made from some materials can be changed</li> <li>- To explain the process of recycling</li> <li>- To tell you about the inventor John McAdam</li> </ul> <p>Environment:</p> <ul style="list-style-type: none"> <li>- To measure the melting point of ice in a comparative test</li> <li>- To perform a test and draw a conclusion</li> <li>- To sort items for recycling based on their materials</li> <li>- To suggest ways we can Reduce, Re-use and Recycle</li> <li>- To work in a group to investigate and answer a question</li> <li>- To carry out surveys and use information to help answer a question</li> <li>- To ask and answer questions about the Rainforest and Endangered animals</li> <li>- To identify and classify Rainforest animals</li> <li>- To set up a test and record results</li> <li>- To accurately measure and record</li> </ul> |
|                                 | Computing | <ul style="list-style-type: none"> <li>★ Formatting skills</li> <li>★ Research</li> <li>★ e-Safety (16) <ul style="list-style-type: none"> <li>- To use a paint program to produce artwork</li> <li>- To know how to open, save and print a variety of documents</li> <li>- To use simple editing and formatting techniques to develop work</li> <li>- To know how to express ideas using a range of computing skills and programs</li> <li>- To understand the risks involved when using the internet</li> <li>- To know you should never give personal details to anyone you don't know on the internet</li> <li>- To create own simple rules for staying safe online</li> <li>- To know how important it is to tell someone if something online makes you feel unhappy or scared</li> </ul> </li> </ul>   |
|                                 | RE        | <p>Special Stories</p> <ul style="list-style-type: none"> <li>- To think about stories that are special to us</li> <li>- To read religious stories and explore meanings</li> <li>- To think about how messages in stories help us think about ourselves and our behaviour</li> <li>- To understand the importance to Christians of the Bible and the stories it contains, and how these stories affect and influence their lives</li> <li>- To know the details of the Christmas story</li> </ul>  |
|                                 | PSHE      | <ul style="list-style-type: none"> <li>- To understand the difference between secrets and surprises, and when it's okay to tell</li> <li>- To listen other people and play and work co-operatively</li> <li>- To know some strategies to resolve simple arguments through negotiation</li> <li>- To offer constructive support and feedback to others</li> <li>- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who and how to tell)</li> <li>- To know that there are different types of bullying and teasing, and that these are wrong and unacceptable</li> <li>- To know how to resist teasing or bullying, and how to get help if they experience or witness it</li> <li>- To recognise what is fair and unfair, kind and unkind, and what is right and wrong</li> <li>- To identify and respect the differences and similarities between people</li> </ul>  |

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| Subjects  | AUTUMN   |                                 |
| PE  | <ul style="list-style-type: none"> <li>- To explore movement in response to a story</li> <li>- To develop and review good footwork patterns</li> <li>- To improve static balance</li> <li>- To explore jumping movements</li> <li>- To jump with balance and land in a controlled way</li> <li>- To praise and encourage others to develop their skills</li> <li>- To throw, catch and bounce balls in different ways when standing still or on the move</li> <li>- To choose and apply skills to make up games</li> <li>- To develop simple strategies for extending their skills</li> <li>- To be able to describe their own game and teach it to others</li> <li>- To play games co-operatively and competitively</li> <li>- To develop safe moving and awareness of others</li> <li>- To remember, repeat and link combinations of skills in a game</li> <li>- To improve the co-ordination, control and consistency of their actions</li> <li>- To use and vary simple tactics</li> <li>- To observe, play and improve another person's game</li> </ul> |                                 |
| Art   | Drawing<br>3D <ul style="list-style-type: none"> <li>- To try a range of marks on different surfaces using different media with a focus on tone</li> <li>- To explore ideas and use imagination to respond to music</li> <li>- To try out tools and techniques</li> <li>- To explore line and mark</li> <li>- To investigate and use expressive marks on a range of surfaces</li> <li>- To use ICT as a tool for mark-making</li> <li>- To work from the imagination in response to a story</li> <li>- To look closely, draw and talk about a group of objects and how they are arranged</li> <li>- To investigate and describe texture</li> <li>- To observe and record objects from different viewpoints</li> <li>- To review what they and others have done and say what they think and feel about it</li> </ul>  |                                 |
| DT  | <b>FOOD</b><br><b>Decorating fairy cakes</b> <ul style="list-style-type: none"> <li>• The children will be studying a food technology unit.</li> <li>• They will compare and evaluate different fruits before deciding on a design criteria for their own product.</li> <li>• Children will learn about food hygiene and have the opportunity to use different tools and equipment.               <ul style="list-style-type: none"> <li>○ To know that food comes from plants or animals</li> <li>○ To evaluate products</li> <li>○ To understand and use basic principles of food hygiene</li> <li>○ To practice food processing skills (cut, grate, peel, slice)</li> <li>○ To design and make a fruit kebab</li> <li>○ To evaluate their own product and suggest improvements</li> </ul> </li> </ul>   |                                 |
| Geography   | Mapping continents<br>Locate hot and cold areas of the world in relation to the Equator and the North and South poles.<br>Use the school grounds to develop mapping skills <ul style="list-style-type: none"> <li>- To understand the world is a sphere</li> <li>- To find and name the world's seven continents and five oceans</li> <li>- To know how the world can be circumnavigated</li> <li>- To understand how a map is used</li> <li>- To carry out a traffic survey</li> <li>- To know about map symbols</li> <li>- To draw own map with symbols and a key</li> <li>- To know about different ways of travelling</li> </ul>   |                                 |

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|---|---|---------------------------------|
| Subjects  | AUTUMN  |                                 |
| History   | <ul style="list-style-type: none"> <li>★ Significant events and people from the history of Britain               <ul style="list-style-type: none"> <li>- To place events in chronological order</li> <li>- To think of questions</li> <li>- To read for research</li> <li>- To use drama to empathise with the lives of others in the past</li> <li>- To know about significant people from British history – Florence Nightingale, Mary Seacole, Edith Cavell and Guy Fawkes</li> <li>- To know how people lived at the time of the Great Fire of London and Florence Nightingale</li> <li>- To recognise why people did certain things and why events happened and what happened as a result</li> <li>- To know why the Great Fire of London spread so quickly</li> <li>- To know how historic events have affected the present day</li> <li>- To use portraits as a historical source</li> <li>- To understand how timelines work</li> <li>- To compare aspects of life in different periods</li> </ul> </li> </ul>   |                                 |
| Music   | <ul style="list-style-type: none"> <li>★ Exploring duration</li> <li>★ Pulse and rhythm / performance singing               <ul style="list-style-type: none"> <li>- To create and respond to vocal sounds and body percussion</li> <li>- To develop use of vocal sounds to express feelings</li> <li>- To explore expression in a conversation without words</li> <li>- To notate pitch, shape and duration using simple line graphics</li> <li>- To understand how mood can be expressed using voice</li> <li>- To understand the structure of call and response songs</li> <li>- To develop an expressive song performance with voices and instruments</li> <li>- To keep a steady beat at different speeds</li> <li>- To mark beats with a 4-beat metre</li> <li>- To develop a sense of steady beat through chant, actions and instruments</li> <li>- To perform a steady beat</li> <li>- To change tempo</li> <li>- To respond to images</li> <li>- To explore timbre and texture to understand how sounds can be descriptive</li> <li>- To match sounds to images</li> <li>- To create and perform instrumental music inspired by British myths and legends</li> <li>- To listen to and identify contrasting sections of descriptive music</li> <li>- To match descriptive sounds to images</li> <li>- To identify ways of producing sounds</li> <li>- To listen to and evaluate composition</li> <li>- To rehearse and refine a performance</li> <li>- To recognise and respond to a rhythm and ostinato pattern</li> <li>- To recognise and play rhythmic patterns</li> <li>- To play steady beats at different speeds on body percussion and instruments</li> <li>- To sing in two parts</li> <li>- To perform rhythmic patterns on percussion</li> </ul> </li> </ul> |                                 |

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| Subjects                        | AUTUMN    |   |
| Year 3                          | Science   | <p>Forces and friction</p> <ul style="list-style-type: none"> <li>I can identify the forces acting on objects.</li> </ul> <p>To compare how things move on different surfaces by investigating the speed of a toy car over different surfaces.</p> <ul style="list-style-type: none"> <li>I can investigate the effects of friction on different surfaces.</li> </ul> <p>To notice that magnetic forces can act at a distance and attract some materials and not others by sorting materials.</p> <p>To compare and group materials according to whether they are magnetic by sorting materials.</p> <ul style="list-style-type: none"> <li>I can sort magnetic and non-magnetic materials.</li> </ul> <p>To observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets.</p> <ul style="list-style-type: none"> <li>I can investigate the strength of magnets.</li> </ul> <p>To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing by making a compass to hunt for treasure.</p> <ul style="list-style-type: none"> <li>I can explore magnetic poles.</li> </ul> <p>To observe how magnets attract or repel each other and attract some materials and not others by making, playing and evaluating a magnetic game.</p> <ul style="list-style-type: none"> <li>I can explain that magnets attract some materials.</li> </ul> <p>After half-term we will be studying rocks.</p> <p>Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and man-made rocks.</p> <ul style="list-style-type: none"> <li>I can compare different types of rocks.</li> </ul> <p>Making systematic and careful observations by examining different types of rocks.</p> <ul style="list-style-type: none"> <li>I can make systematic and careful observations.</li> </ul> <p>Group together different kinds of rocks on the basis of their simple physical properties in the context of natural rocks.</p> <ul style="list-style-type: none"> <li>I can group rocks based on their properties.</li> </ul> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to.</p> <ul style="list-style-type: none"> <li>I can explain how fossils are formed.</li> </ul> <p>Identifying changes related to simple scientific ideas in the context of theories about fossils.</p> <ul style="list-style-type: none"> <li>I can explain Mary Anning's contribution to palaeontology.</li> </ul> <p>Recognise that soils are made from rocks and organic matter by explaining how soil is formed.</p> <ul style="list-style-type: none"> <li>I can explain how soil is formed.</li> </ul> <p>Making systematic and careful observations in the context of investigating the permeability of different soils. I can observe carefully and systematically.</p> <p>Recording findings using simple scientific language. Reporting on findings from enquiries, including presentations of results and conclusions. Children will present their findings using the key science vocabulary for this lesson.</p> <ul style="list-style-type: none"> <li>I can present my findings using scientific vocabulary.</li> </ul> |
|                                 | Computing | <p>★ e-Safety and PowerPoint</p> <p>Internet Safety</p> <ul style="list-style-type: none"> <li>To understand what you should or should not accept on the internet</li> <li>To understand how to find out if a source is reliable</li> <li>To know what not to share on the internet.</li> <li>To know who to tell if something on the internet worries you</li> <li>To know the dangers of meeting strangers off the internet.</li> </ul> <p>Coding – Fix the Lego Factory</p> <ul style="list-style-type: none"> <li>To design, write, and debug programs that accomplish specific goals</li> </ul>  |


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|   |                                 |  |                                 |
|   | RE                              | <p>Ethics and Morals/ Festivals</p> <p><b><u>Ethics and Moral Issues (Right and Wrong)</u></b></p> <p><i>To reflect on where their own and others' ideas of right and wrong come from.</i></p> <p><i>To describe and begin to understand how religions inform responses to questions of right and wrong.</i></p> <p><i>To name and explain the key duties of Muslims: the five pillars</i></p> <p><i>To explain the commandment of Shabbat to Jews</i></p> <p><i>To explain what Humanists believe</i></p> <p><i>To describe your own views of right and wrong</i></p> <p><b><u>Festivals</u></b></p> <p><i>To consider important celebrations our own lives</i></p> <p><i>To understand the meaning of the festival Diwali</i></p> <p><i>To understand the festival of Ramadan and Eid-UL-Fitr</i></p> <p><i>To understand the Christian festival of Christmas</i></p> <p><i>To understand the Christian festival of Easter.</i></p> <p><i>To reflect on our own beliefs.</i></p>   |                                 |
|   | PSHE                            | <p><b><u>Health and Wellbeing &gt; Healthy Lifestyles</u></b></p> <ul style="list-style-type: none"> <li>To explain how each of the food groups on the <b>Eat well Guide</b> benefits the body and explain what is meant by the term 'balanced diet'</li> <li>To explain how some infectious illnesses are spread from one person to another and how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses</li> <li>To name major internal body parts and describe how food, water and air get into the body and blood.</li> </ul> <p><b><u>Health and Wellbeing &gt; Keeping Safe</u></b></p> <ul style="list-style-type: none"> <li>To identify risk factors in given situations and suggest ways of reducing or managing those risks</li> <li>To identify situations which are safe or unsafe and suggest strategies for keeping safe</li> <li>To identify key people who are responsible for them to stay safe and healthy;</li> </ul> <p><b><u>Health and Wellbeing &gt; Keeping Safe</u></b></p> <ul style="list-style-type: none"> <li>To demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>To define the word drug and identify some key risks from and effects of cigarettes and alcohol</li> <li>To understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> <li>To know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; and discuss this in the sphere of online environment</li> <li>To demonstrate strategies for assessing risks and understand where to get help from when making decisions.</li> </ul> |                                 |

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|   | PE                              | <p>Netball</p> <p><i>To develop catching</i></p> <p><i>To understand how to chest pass</i></p> <p><i>To develop different passing techniques (Bounce and overhead pass)</i></p> <p><i>To understand the different passing techniques</i></p> <p><i>To understand the footwork rule</i></p> <p><i>To understand how to pivot</i></p> <p><i>To develop dodging technique</i></p> <p><i>To understand how to mark correctly</i></p> <p><i>To develop shooting technique</i></p> <p><i>To understand the importance of using space in a game situation</i></p> <p><i>To understand the different positions in netball</i></p> <p><i>To be able to play as part of a team in a netball</i></p> <p><u>Basketball</u></p> <p><i>To perform dribbling skills with accuracy, confidence and control</i></p> <p><i>To understand rules relating to dribbling – illegal dribble, double dribble</i></p> <p><i>To practise a jump stop and bounce pass</i></p> <p><i>To perform dribbling and passing skills with accuracy, confidence and control.</i></p> <p><i>To practise shooting skills</i></p> <p><i>To perform dribbling, passing and shooting skills with accuracy, confidence and control.</i></p> <p><i>To practise pivoting</i></p> <p>Real PE</p> <p><u>coordination</u></p> <p><i>To combine side steps with front pivots</i></p> <p><i>To combine side steps with reverse pivots</i></p> <p><i>To skip with high elbows and high knees</i></p> <p><i>To hopscotch forwards and backwards</i></p> <p><i>To hopscotch to alternate feet, forwards and forwards</i></p> <p><u>Personal skills</u> – <i>I ask for help when appropriate, I try several times if at first I don't succeed, I have begun to challenge myself</i></p> <p><u>dynamic balance</u></p> <p><i>To jump from 2 feet to 2 feet with a quarter turn in both directions</i></p> <p><i>To jump from 2 feet to 1 foot on a line with freeze on landing</i></p> <p><i>To jump from 2 feet to 2 feet with 180 degree turn in both directions and land in balance</i></p> <p><u>Social skills</u> – <i>I can praise, help, and encourage others, I show patience and support others</i></p> |
|   | Art                             | <p><u>Drawing</u></p> <p><i>To investigate different marks that can be made using pencils.</i></p> <p><i>To compare own work with marks made by Vincent Van Gogh in his work.</i></p> <p><i>To explore shading techniques and talk about and investigate light/medium/dark tone.</i></p> <p><i>To work from the imagination and explore ideas using a story as a starting point.</i></p> <p><i>To say what they think about their work and adapt it according to their views.</i></p> <p><i>To select and develop part of an image.</i></p> <p><i>To develop work using own images as a starting point with a focus on pattern, line and shape.</i></p> <p><i>To discuss work and identify areas for development.</i></p> <p><u>Collage</u></p> <p><i>To investigate and respond to the work of Paul Klee and his use of complementary colours.</i></p> <p><i>To identify what they might change in their work.</i></p> <p><i>To respond to the work of Victor Vasarely.</i></p> <p><i>To develop cutting and sticking skills.</i></p> <p><i>To adapt work according to views and describe how they will develop it further.</i></p> <p><i>To respond to the work of Henri Matisse.</i></p> <p><i>To investigate positive and negative images.</i></p> <p><i>To adapt their work according to their views.</i></p> <p><i>To collaborate on a group</i></p>  |





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| Subjects                        | AUTUMN   |                                 |
| DT                              | <u>Structures – Photo frames</u><br><i>To evaluate existing designs.</i><br><i>To investigate structures</i><br><i>To create initial designs.</i><br><i>To create a final design.</i><br><i>To implement their prior learning about stiffness and stability into their design proposals</i><br><i>To work on their own on projects in two and three dimensions</i><br><i>To evaluate their product against their original design criteria</i>  |                                 |
| Geography                       | <u>Mapping the UK</u><br>(counties and cities; regions; topographical features: hills, mountains, coasts, rivers; land use patterns).<br><i>To locate mountain ranges around the world.</i><br><i>To can locate key areas of higher ground.</i><br><i>To describe the key features of a mountain range</i><br><i>To describe a mountainous climate.</i><br><i>To describe how tourism affects mountainous regions.</i><br><u>Volcanoes</u><br><i>To understand the structure of the Earth.</i><br><i>To locate volcanoes on a map.</i><br><i>To understand how a volcano is formed.</i><br><i>To recognise the 3 types of volcano.</i><br><i>To understand the effects of a volcanic eruption on people and the environment.</i><br><i>To research what happened at Pompeii.</i>   |                                 |
| History                         | ★ Ancient Egypt (Achievements of one of earliest civilisations)  |                                 |
| Music                           | <u>Sound &amp; Rhythm</u><br><i>Environment: Selecting descriptive sounds to create a musical re-telling of a poem</i><br><i>Environment: Using timbre and ternary to sing a song with expression</i><br><i>Environment: Developing the lyrics of a song through chants, timbre and rondos</i><br><i>Building: Using voices and actions to perform simple rhythms within a steady beat</i><br><i>Building: Combining rhythms in layers</i><br><i>Building: Creating music using the children's own ideas</i><br><br><i>Sound: Learning how sounds are produced and how instruments are classified</i><br><i>Sound: Learning about idiophones and developing an understanding of call and response</i><br><i>Sound: Learning about chordophones and creating a call and response</i><br><i>Poetry: Enhancing and extending the performance of a poem using vocal patterns</i><br><i>Poetry: Exploring contrasting moods and effects as part of a performance</i><br><i>Poetry: Combining rhythmic patterns using body percussion and percussion instruments</i><br>Autumn 2 |                                 |
| MFL                             | Module 1: Greetings<br>Module 2: French names & classroom instructions<br>Module 3: Numbers 1 - 12<br>Module 4: Days & months<br>Module 5: Christmas<br><br>Ongoing:<br>Module 8: Numbers 13-31  |                                 |

| Annual Subject Overview 2019-20 |           | Science and Foundation subjects  |
|---------------------------------|-----------|--|
| Subjects                        | AUTUMN    |  |
| Year 4                          | Science   | <p><u>Living things and their habitats</u></p> <p>To Group Living things</p> <p>To classify vertebrates</p> <p>To discover invertebrates in their habitat</p> <p>To use keys to classify animals</p> <p>To conduct a local habitat survey</p> <p>To understand environmental changes</p> <p><u>Animals including humans</u></p> <p>To identify and name parts of the human digestive system.</p> <p>To explain the functions of the digestive system</p> <p>To identify the types and the functions of teeth</p> <p>To ask scientific questions and create a scientific enquiry to find the answers</p> <p>To use results to draw simple conclusion based on carefully recorded observations</p> <p>To understand food chains and the role of different plants and animals within them</p>   |
|                                 | Computing | <p>★ e-Safety and web pages</p> <p>★ Control</p> <p>★ Databases</p> <p>To recognise the impact of cyber bullying</p> <p>To identify features of webpages</p> <p>To design a webpage</p> <p>To create a webpage</p> <p>To explore Scratch</p> <p>To control the movement of a Sprite</p> <p>To create a Sprite</p> <p>To create a short control program</p> <p>To recognise the purpose of databases</p> <p>To create a database</p> <p>To use and evaluate a database</p>  |
|                                 | RE        | <p><u>Founders and Prophets</u></p> <p>To consider what it means to be influenced.</p> <p>How do the life, teaching and example of Jesus influence Christianity today?</p> <p>How do the life, teaching and example of Mohammad influence Islam today?</p> <p>How do the life, teaching and example of Guru Nanak influence Sikhism?</p> <p>To consider how this topic relates to anyone.</p>  |
|                                 | PSHE      | <p><u>Understand the reason we have rules;</u></p> <ul style="list-style-type: none"> <li>Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);</li> <li>Recognise that everyone can make a difference within a democratic process.</li> <li>Define the word influence;</li> <li>Recognise that reports in the media can influence the way they think about an topic;</li> <li>Form their own opinions based on factual information.</li> <li>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>Understand that humans have rights and also responsibilities;</li> <li>Define the word respect and demonstrate ways of showing respect to others' differences.</li> <li>Recognise that they can play a role in influencing outcomes of situations by their actions.</li> <li>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>Understand and identify stereotypes, including those promoted in the media</li> <li>Identify some rights and also responsibilities that come with these.</li> <li>Understand that humans have rights and also responsibilities;</li> </ul> |


|  | Annual Subject Overview 2019-20   | Science and Foundation subjects |
|---|---|---------------------------------|
| Subjects  | AUTUMN  |                                 |
| PE  | <p><u>Netball</u></p> <p>Passing (Chest, bounce, throw)<br/>Shooting<br/>Moving with and without the ball<br/>Defending<br/>Game practice</p> <p><u>FUNS Station – Unit 4</u><br/><i>Co-ordination with equipment</i><br/><i>Catching</i><br/><i>Throwing</i><br/><i>Social skills relating to game play</i><br/><i>Compare movements and skills with others</i><br/><i>Select and link movements together to fit a theme</i><br/><i>Respond differently to a variety of tasks</i><br/><i>Make up rules and versions of an activity</i></p>   |                                 |
| Art   | <p>Drawing<br/>Printmaking<br/><i>To respond to a story as a starting point for imaginative work.</i><br/><i>To apply their experience of drawing materials and processes.</i><br/><i>To use a viewfinder to select and record observations of linear patterning in natural objects.</i><br/><i>To select from and use own drawings to develop work.</i><br/><i>To compare ideas, methods and approaches in own and others' work.</i><br/><i>To use landscape as a starting point for artwork.</i><br/><i>To respond to the work of John Brunsdon.</i><br/><i>To use fine control with a pencil to make detailed, analytical observational drawings.</i><br/><i>To investigate African printmaking.</i><br/><i>To explore and develop designs using sketchbooks.</i><br/><i>To transpose designs into monoprints.</i><br/><i>To identify what they might change in monoprints or develop in their future work.</i><br/><i>To transpose design onto Press Print relief blocks.</i><br/><i>To make collograph blocks using African prints as a starting point for designs.</i><br/><i>To investigate surface printing collograph blocks onto different surfaces.</i><br/><i>To investigate different monoprinting techniques.</i><br/><i>To produce and print onto a range of surfaces.</i></p> |                                 |
| DT  | <p><b>TEXTILES</b><br/><b>Making stockings</b><br/><b>Xmas decorations</b><br/><i>To design their stocking</i><br/><i>To create and draw their final design</i><br/><i>To investigate different ways to join the stockings together</i><br/><i>To make their stockings</i><br/><i>To evaluate their product</i></p>   |                                 |

| Annual Subject Overview 2019-20 |   | Science and Foundation subjects |
|---------------------------------|---|---------------------------------|
| Subjects                        | AUTUMN  |                                 |
| Geography                       | <p>Mapping Europe.<br/>Use maps to focus on Europe (inc Russia) concentrate on: environmental regions, key physical features and human characteristics, countries and major cities.<br/>Use the school grounds to develop mapping skills</p> <ul style="list-style-type: none"> <li>to identify Europe within the world</li> <li>to recognise and name countries within Europe</li> <li>to recognise and name landmarks within Europe</li> <li>to recognise and label seas and rivers within Europe</li> <li>to name and label the major Rivers in Europe</li> <li>to name and label the mountain ranges in Europe</li> <li>to look at a European country in detail</li> <li>to research and find key physical and human characteristics</li> <li>use our compass points to follow/give directions with confidence and begin to use 8 compass points</li> <li>use co-ordinates to locate features and recognise symbols on an OS map</li> <li>to draw a simple scale plan of a room with whole numbers</li> </ul> |                                 |
| History                         | <p><u>The Roman Empire and its impact on Britain</u><br/>What do we know about the Romans<br/>Understand who the Romans were<br/>To create a timeline of the Roman invasions<br/>To locate and label Roman roads<br/>To create a factfile about a Roman emperor<br/>To explain why Hadrian built a wall<br/>To design a Roman God/ Goddess<br/>To design a leaflet for a Roman Bath</p>   |                                 |
| Music                           | <p>★ Exploring rhythmic patterns<br/>★ Exploring arrangements</p>   |                                 |
| MFL                             | <p>Module 1: Siblings (and numbers)<br/>Module 2: Birthdays<br/>Module 3: Clothes<br/>Ongoing: Module 1: numbers to 69<br/>Memorise and present a short spoken text<br/>Listen for specific words and phrases<br/>Ask and answer questions on several topics<br/>Read and understand a range of familiar written phrases<br/>Follow a short familiar text, listening and reading at the same time<br/>Read some familiar words and phrases aloud and pronounce them accurately<br/>Write simple words and phrases using a model</p>   |                                 |
| Science                         | <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>To compare and sort materials based on their properties</li> <li>To test and compare materials based on their properties (thermal conductivity)</li> <li>To investigate factors that affect 'dissolving'</li> <li>To separate a variety of mixtures</li> <li>To investigate reversible and irreversible changes</li> <li>To investigate how scientists have created new materials</li> <li>To interpret and conclude scientific data</li> </ul>  |                                 |
| Computing                       | <p><u>Coding</u></p> <ul style="list-style-type: none"> <li>To organise files on a computer.</li> <li>To revise your knowledge of Scratch</li> <li>To code a basic maze game</li> <li>To code a more complex maze game</li> <li>To include more complex consequences into your coding</li> <li>To code a basic splat game</li> <li>To code costume changes for improve game design</li> <li>To refine and debug a set of more complex code</li> </ul>   |                                 |


|  | Annual Subject Overview 2019-20 |  | Science and Foundation subjects |
|---|---------------------------------|--|---------------------------------|
|   | Subjects                        | AUTUMN   |                                 |
|   | RE                              | <u>Sacred texts</u> <ul style="list-style-type: none"> <li>To explain where I look for information, inspiration or guidance</li> <li>To understand how Christians use the Bible</li> <li>To investigate some Bible notes</li> <li>To recognise how Muslims use the Qu'ran</li> <li>To recognise how Jews use the Torah</li> <li>To recognise how Hindus use the Veda</li> <li>To recognise how everyone can benefit from reading and using trusted information</li> </ul>  |                                 |
|   | PSHE                            | <b>PSHE – Myself and my Relationships – Friendship and Difference</b> <ul style="list-style-type: none"> <li>To listen and acknowledge the views of others</li> <li>To develop skills of negotiating, consulting and problem solving</li> <li>To develop skills of debating, problem solving, consulting and chairing</li> <li>To understand how they see themselves in different situations and how others perceive them.</li> <li>To consider the rights and responsibilities of others when making personal decisions</li> <li>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</li> <li>To be aware of different types of relationship, including those between acquaintances, friends, relatives and families</li> <li>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li> <li>To recognise the power of our words to each other</li> <li>To recognise and respond appropriately to a wider range of feelings in others</li> </ul> |                                 |
|   | PE                              | <b>FUNS</b> <ul style="list-style-type: none"> <li>To be able to handle a ball accurately</li> <li>To move a ball around parts of my body</li> <li>To catch a ball in various positions</li> <li>To catch and throw with either hand</li> <li>To catch and throw on the move</li> <li>To catch and balance</li> <li>To combine ball handling skills</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>To consider the emotions created by music and compose movements to reflect this</li> <li>To perform dances using a range of movement patterns</li> <li>To be able to identify the main aspects of a good performance and suggest how a performance could be improved</li> </ul>   |                                 |
|   | Art*                            | Drawing <ul style="list-style-type: none"> <li>Revise drawing techniques</li> <li>Use a viewfinder to choose a section of a Hundertwasser painting and to draw it</li> <li>Enlarge and develop your own work using layering methods</li> <li>Use a natural form as a starting point for an imaginative drawing</li> </ul>  |                                 |


|  | Annual Subject Overview 2019-20  | Science and Foundation subjects |
|---|--|---------------------------------|
| Subjects  | AUTUMN   |                                 |
| DT  | <p><b><u>Breadmaking and package making</u></b><br/> <b>To test and evaluate breads.</b></p> <ul style="list-style-type: none"> <li>• to investigate and evaluate bread products according to their characteristics</li> <li>• to use an appropriate vocabulary to describe bread products</li> </ul> <p><b>To investigate the bread making process.</b></p> <ul style="list-style-type: none"> <li>• to follow instructions</li> <li>• to weigh and measure accurately (time, dry ingredients, liquids)</li> <li>• skills in using different tools and equipment</li> <li>• that ingredients have different characteristics</li> <li>• that the proportion of ingredients will affect the product</li> <li>• how to work safely and hygienically</li> </ul> <p><b>To evaluate different bread flours</b></p> <p><b>To generate different ideas for a bread product.</b></p> <ul style="list-style-type: none"> <li>• to use results of investigations when developing design ideas.</li> <li>• to use a specification to clarify ideas</li> <li>• to plan what has to be done</li> </ul> <p><b>To plan my bread product in detail.</b></p> <p><b>To write instructions to make my bread product.</b></p> <p><b>To design a poster and packing</b></p> <ul style="list-style-type: none"> <li>• to use a specification to clarify ideas</li> <li>• to plan what has to be done</li> </ul> <p><b>To make my bread product.</b></p> <ul style="list-style-type: none"> <li>• to apply the rules for basic food hygiene and other safe practices <i>eg hazards relating to the use of ovens</i></li> <li>• to work accurately</li> </ul> <p><b>To evaluate a product against the original design specification.</b></p> |                                 |
| Geography   | <p>Mapping North America.<br/>         (key economic activity, trade links, natural resources: energy, food, minerals, water).</p> <ul style="list-style-type: none"> <li>• <i>To locate the Isle of Wight and recognise OS map symbols</i></li> <li>• <i>To use grid references on OS maps</i></li> <li>• <i>To compare aerial photographs and maps</i></li> <li>• <i>To list and locate the countries in North America</i></li> <li>• <i>To find and name the states in North America</i></li> <li>• <i>To name and locate climate zones in North America</i></li> <li>• <i>To know human and physical characteristics of North America</i></li> <li>• <i>To recognise lines of latitude and longitude</i></li> <li>• <i>To identify the key physical features of Alaska</i></li> <li>• <i>To recognise the cause and impact of earthquakes</i></li> <li>• <i>To describe the effects and consequences of the Exxon Valdez oil spill</i></li> <li>• <i>To present a persuasive argument about an environmental issue</i></li> </ul>  |                                 |
| Music   | <ul style="list-style-type: none"> <li>★ Ukuleles</li> <li>★ Ukuleles</li> </ul>   |                                 |
| MFL   | <p>Module 1: Numbers 70 – 100<br/>         Module 2: Hobbies<br/>         Module 3: School subjects<br/>         Module 4: Christmas (review vocabulary already learnt)</p> <ul style="list-style-type: none"> <li>• <i>To follow patterns to count to 50</i></li> <li>• <i>To follow patterns to count to 100</i></li> <li>• <i>To identify similarities and differences between money in France and Britain</i></li> <li>• <i>To give and understand prices</i></li> <li>• <i>To read a short text</i></li> <li>• <i>To prepare and practise a simple conversation</i></li> </ul>  |                                 |

| Annual Subject Overview 2019-20 |           | Science and Foundation subjects   |
|---------------------------------|-----------|---|
| Subjects                        | AUTUMN    |   |
| Year 6                          | Science   | <p>Living Things and their Habitats</p> <ol style="list-style-type: none"> <li>To give reasons for classifying animals based on their similarities and characteristics</li> <li>To recognise characteristics of different classification groups</li> <li>To classify living things based on their characteristics.</li> <li>To investigate the effect of a range of microorganisms</li> <li>To identify and classify plants and animals in the local environment</li> </ol> <p><b>Evolution and Inheritance</b></p> <ol style="list-style-type: none"> <li>To find out about the work of Mary Anning.</li> <li>To explain the scientific concept of inheritance.</li> <li>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>To explain the scientific concept of adaptation</li> <li>To find out about the life of Charles Darwin.</li> <li>To recognise variation in living things.</li> <li>To recognise adaptation in a population.</li> </ol>  |
|                                 | Computing | <p>★ e-Safety</p> <p>★ Blogging</p> <ul style="list-style-type: none"> <li>To recognise how to use digital forms of communications safely</li> </ul> <p>Use technology safely, respectfully and responsibly (<b>recognise acceptable &amp; unacceptable behaviour and identify ways to report concerns about content contact</b>)</p> <ul style="list-style-type: none"> <li>To consider the importance of copyright</li> </ul> <p>Use technology safely, respectfully and responsibly (<b>recognise acceptable &amp; unacceptable behaviour</b>)</p> <ul style="list-style-type: none"> <li>To research effectively</li> </ul> <p>Use search technologies effectively (<b>select, rank and evaluate digital content</b>)</p> <ul style="list-style-type: none"> <li>To reflect on and evaluate software</li> </ul> <p>Select, use and combine a variety of software (<b>collecting, evaluating</b>)</p> <ul style="list-style-type: none"> <li>To identify features of blogs</li> </ul> <p>Understand how computer networks can provide opportunities for communication and collaboration</p> <p>Use technology safely, respectfully and responsibly (<b>recognise acceptable &amp; unacceptable behaviour</b>)</p> <ul style="list-style-type: none"> <li>To use blogs for digital communication</li> </ul> <p>Understand how computer networks can provide opportunities for communication and collaboration</p> <p>Use technology safely, respectfully and responsibly (<b>recognise acceptable &amp; unacceptable behaviour</b>)</p> <ul style="list-style-type: none"> <li>To design a Maya temple using CAD</li> </ul> <p>Select, use and combine a variety of software (<b>analysing</b>)</p> <ul style="list-style-type: none"> <li>To create a Maya temple using CAD</li> </ul> <p>Select, use and combine a variety of software (<b>accomplish given goals, evaluating</b>)</p> <ul style="list-style-type: none"> <li>To present a project</li> </ul> <p>Select, use and combine a variety of software (<b>presenting data and information</b>)</p> |
|                                 | RE        | <p>Symbolism</p> <ol style="list-style-type: none"> <li>To identify where symbols are used in everyday life and what they represent</li> <li>To identify symbols and pictures that could represent our own lives.</li> <li>To identify how symbols can be used to represent social injustices around the world.</li> <li>To recognise how symbolism can bring people closer to God</li> <li>To understand that some symbols can mean different things to different people.</li> <li>To recognise symbols and symbolism used by Christians at Christmas time</li> </ol>  |

|  | Annual Subject Overview 2019-20   | Science and Foundation subjects |
|---|---|---------------------------------|
| Subjects  | AUTUMN  |                                 |
| PSHE  | <p>Healthy and Safer Lifestyles, considering how they can stay safe and manage risks appropriately. They will learn about staying safe in a range of contexts, how they are to be assertive, discuss the issue of bullying and look at how they can support others, identifying who they can turn to for help and support.</p> <ol style="list-style-type: none"> <li>1. <i>Recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.</i></li> <li>2. <i>Explain what is meant by the terms 'negotiation' and 'compromise' and Demonstrate positive strategies for negotiating and compromising within a collaborative task.</i></li> <li>3. <i>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</i></li> <li>4. <i>Describe qualities of a strong, positive friendship</i></li> <li>5. <i>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</i></li> <li>6. <i>Suggest strategies for dealing with bullying, as a bystander and describe positive attributes of their peers.</i></li> </ol>  |                                 |
| PE  |   |                                 |
| Art   | <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To make detailed, analytical observational drawings</li> <li>• To enlarge own drawings and use selected media to develop work.</li> <li>• To discuss, review and modify work.</li> <li>• To use an OHP to enlarge a selected photographic portrait</li> <li>• To understand the visual element of tone.</li> <li>• To work collaboratively in a group.</li> <li>• To develop and extend individual and group work.</li> <li>• To respond to portraits from different times and styles.</li> </ul> <p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>• <i>To select and develop ideas, from direct observation.</i></li> <li>• <i>To use natural form as a starting point.</i></li> <li>• <i>To develop unique state prints using Press Print reduction blocks and coloured tissue.</i></li> <li>• <i>To compare ideas and adapt their work according to their views.</i></li> <li>• <i>To adapt work according to views and describe how they might develop further.</i></li> <li>• <i>To reflect on and record the development of ideas.</i></li> <li>• <i>To investigate the batik process.</i></li> <li>• <i>To use the batik process and to produce an image in the style of artist Chinwe Chukwuogo -Roy.</i></li> </ul> |                                 |
| DT  | <p><b>TEXTILES - slippers</b></p> <ol style="list-style-type: none"> <li>1. <i>To test and evaluate existing products</i></li> <li>2. <i>To investigate the slipper production process</i></li> <li>3. <i>To design a slipper for a target market</i></li> <li>4. <i>To produce a slipper for a target market</i></li> </ol>  |                                 |



|  | Annual Subject Overview 2019-20   | Science and Foundation subjects |
|---|---|---------------------------------|
| Subjects  | AUTUMN  |                                 |
| Geography   | <p>Mapping South America.<br/>Use the school grounds to develop mapping skills</p> <p><u>1. To locate the countries of South America.</u></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><u>2. To use latitude and longitude to give location.</u></p> <ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><u>3. To research time zones</u></p> <ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><u>4 / 5 To investigate the physical geography of South America.</u></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</li> </ul> <p><u>6 / 7 To investigate the physical geography of South America.</u></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</li> </ul> <p><u>8/9 To investigate the physical geography of South America.</u></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</li> </ul> <p><u>10/11 To explain the effect humans are having on rainforests.</u></p> <ul style="list-style-type: none"> <li>• use aerial photographs to recognise landmarks and basic human and</li> <li>• physical features</li> <li>• describe and understand key aspects of:</li> <li>• physical geography, including: climate zones, biomes and vegetation belts, and the water</li> <li>• cycle</li> <li>• human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> |                                 |
| History   | <p>★ The Mayans (a contrasting non-European society)</p> <ul style="list-style-type: none"> <li>• To establish a chronological context of the Maya.</li> <li>• To understand the basic structure and layout of a Maya settlement.</li> <li>• To understand that Maya lived in small houses in extended family groups.</li> <li>• To explain the religious beliefs of the Maya people</li> <li>• To learn how Maya counted (added and subtracted)</li> <li>• To understand and use the Maya calendar system</li> <li>• To learn about the Maya writing system and how it was used.</li> <li>• To understand which instruments were used by the Maya</li> <li>• To identify foods eaten by the Maya people</li> </ul>   |                                 |
| Music   | <p>★ Explore music across the ages</p> <ul style="list-style-type: none"> <li>• Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.</li> </ul> <p>★ Exploring sound sources/performance singing</p> <ul style="list-style-type: none"> <li>• Understand and explore how music is created, produced and communicate, including through the inter-related dimension: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.</li> </ul>   |                                 |

|  | Annual Subject Overview 2019-20 |   | Science and Foundation subjects |
|---|---------------------------------|---|---------------------------------|
|   | Subjects                        | AUTUMN  |                                 |
|   | MFL                             | Module 2: Directions/ town <ul style="list-style-type: none"> <li>• <i>To greet, respond and say goodbye.</i></li> <li>• <i>To ask and answer questions.</i></li> <li>• <i>To use entre to describe the position of a shop.</i></li> <li>• <i>To use the correct masculine or feminine form of à côté de to describe the position of a shop.</i></li> <li>• <i>To use the correct order to describe nouns, using foncé and clair.</i></li> <li>• <i>To use the masculine and feminine form of colours when necessary.</i></li> <li>• <i>To take part in role play.</i></li> <li>• <i>To ask and answer questions about the cost of items</i></li> <li>• <i>To locate the relevant information from a list.</i></li> <li>• <i>To answer questions by writing money amounts in French.</i></li> </ul> |                                 |