

**Class 4 Curriculum Cycle B**

<b><u>Subject</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b><u>Unit Title</u></b>	<b>Please Sir, Can I Have Some More?</b>	<b>The Anglo-Saxons</b>	<b>War of the Worlds</b>	<b>The Vikings</b>	<b>A Stitch in Time</b>	
<b><u>E.A.T Opportunities</u></b>	<b><u>Focus</u></b> Think learning	<b><u>Focus</u></b> Explore learning	<b><u>Focus</u></b> Explore learning	<b><u>Focus</u></b> Think learning	<b><u>Focus</u></b> Active learning	<b><u>Focus</u></b> Explore learning
<b><u>St Mary's Pupil Passport Experiences.</u></b>	<ul style="list-style-type: none"> <li>• Make a habitat for wildlife</li> <li>• Retell a story from memory</li> <li>• Plan a nature walk with a class 1 buddy</li> </ul>	<ul style="list-style-type: none"> <li>• Learn a language</li> <li>• Raise money for a charity</li> </ul>	<ul style="list-style-type: none"> <li>• Give a talk as an expert</li> <li>• Talk to someone in another country</li> <li>• Use paint to express an emotion</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the stars</li> <li>• Help a plant to grow</li> </ul>	<ul style="list-style-type: none"> <li>• Have a picnic</li> <li>• Create your own game to play outside</li> </ul>	<ul style="list-style-type: none"> <li>• Go to the beach</li> <li>• Keep a mindful diary</li> </ul>
<b><u>Visit or Visitor</u></b>	Chef/visit to a restaurant	Visit the Local Area	Visit Rivington	Viking Museum visit (Jorvik)	Video chat with a holiday representative	Seaside trip
<b><u>Lead Subjects</u></b>	Geography	History	Geography	History	History	Geography
<b><u>History</u></b>		The Anglo Saxons  Britain settlement by Anglo Saxons and Scots		The Vikings  The Viking and Anglo-Saxon struggle for the kingdom of England to Edward the confessor.	Black History Unit  A local history study.	
<b><u>Geography</u></b>	Land Use around the World		Locational knowledge (UK Study)			Coastal Study: Blackpool
<b><u>Science</u></b>	Forces	Light	Solar System	Classification of plants.	Electricity	
<b><u>PSHCE</u></b>	Families and Relationships	Health and Well-Being	Safety and the Changing Body	Citizenship	Economic Well-Being	Transition
<b><u>Art and Design</u></b>	Painting	Craft and Design	Drawing	Craft and Design	Drawing	
<b><u>Physical Education</u></b>	Dan (AFC Fylde)- FUNdamentals Multi-Skills Swimming	Dan (AFC Fylde)- Invasion Games Swimming	Dan (AFC Fylde)- Dance Swimming	Dan (AFC Fylde)- Outdoor Adventures Swimming	Dan (AFC Fylde)- Striking and Fielding Sports Net and Wall Sports	Dan (AFC Fylde)- Athletic Activities Gymnastics
<b><u>Design Technology</u></b>	Food		Digital Technology			Textiles
<b><u>Modern Foreign Language</u></b>	Actions	In France	Family	Weekend with Friends	The Future	Jobs
<b><u>Music</u></b>	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Summer Production	Summer Production
<b><u>Computing</u></b>	Unit 6.1 and 5.1 Coding Unit 6.2 Online Safety	Unit 6.2 Online Safety Unit 6.3 Spreadsheets	Unit 6.4 Blogging Unit 6.5 Text Adventures	Unit 6.5 Text Adventures Unit 6.6 Networks	Unit 6.7 Quizzing	Unit 6.7 Quizzing

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<b><u>Lead Subjects</u></b>	Geography	History	Geography	History	History	Geography
<b><u>History</u></b>		<p>The Anglo Saxons</p> <p><b>Substantive Concept: Migration</b></p> <p>Disciplinary Concept – Sources and Evidence</p> <p>Why did the Anglo Saxons come to Britain?</p> <p>What can we learn about the Anglo Saxons from the discoveries at Sutton Hoo?</p>		<p>Vikings</p> <p><b>Substantive Concept: Migration</b></p> <p>Disciplinary concept – historical interpretation</p> <p>What were the Vikings really like? Is it fair to call all Vikings ‘brutal invaders’?</p>	<p>Lancaster and the Transatlantic Slave Trade (Local Black History Unit)</p> <p><b>Substantive Concept: Rights, Justice and Equality</b></p> <p>Disciplinary concept – Sources and Evidence</p> <p>Why was Lancaster involved with the transatlantic slave trade? How did the slave trade affect the rights of enslaved people? Why did the abolition committee start meeting in 1787?</p>	
<b><u>Geography</u></b>	<p><b><u>Land Uses Around the World</u></b></p> <p>Is the land used in the same way around the world?</p> <ul style="list-style-type: none"> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>		<p><b><u>Locational knowledge – UK Study</u></b></p> <p>Is the UK the same or different all over the country?</p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</li> </ul> <p>6 figure grid references</p>			<p><b><u>Coastal Study: Blackpool</u></b></p> <p>What’s it like to live near the coast?</p> <ul style="list-style-type: none"> <li>• To use field work to observe, measure, record and present the human and physical features in the local area.</li> <li>• Traffic Survey</li> </ul>

	<u>Families and Relationships</u>	<u>Health and Well-Being</u>	<u>Safety and the Changing Body</u>	<u>Citizenship</u>	<u>Economic Well-Being</u>	<u>Identity (Year 6 ONLY)</u>
<u>PSHCE</u>	<ul style="list-style-type: none"> <li>Understand the need for rules for PSHE lessons.</li> <li>Reflect on their learning in PSHE so far and identify things they have enjoyed learning about and other things they didn't find as effective.</li> <li>Recognise that friendships have ups and downs and this is normal.</li> <li>Understand everyone can expect a level of respect but this can be lost.</li> <li>Understand what respect is and how I should be respected and also respect others.</li> <li>Understand one stage of the resolution process.</li> <li>Understand that sometimes families can make children feel unhappy or unsafe.</li> <li>Understand that attitudes and laws around gender equality have changed over time.</li> <li>Understand that stereotypes exist including those based on how people look and these can lead to discrimination.</li> <li>Understand how stereotypes influence our ideas and opinions and begin to explore our own opinions.</li> <li>Understand a range of stereotypes. identify key information about them and share this information effectively.</li> <li>Understand the term 'grief' and explain some of the associated emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the importance of relaxation and suggesting different strategies.</li> <li>Identify how they feel before and after using a relaxation technique.</li> <li>Describe qualities or values they want to have and create achievable goals in their to do list.</li> <li>Describe how they look after their physical wellbeing and suggest what else they can do to improve how they look after themselves.</li> <li>Understand that technology can have an impact on both physical and mental health but there are strategies we can use to overcome this.</li> <li>Describe what resilience is, why it is important and some useful resilience strategies.</li> <li>Understand how vaccination works and why it is important to individuals.</li> <li>Understand that changes in my body could mean I am unwell and what I can do if I notice them.</li> <li>Understand that habits can be good or bad for health.</li> </ul>	<ul style="list-style-type: none"> <li>Understand some ways to check that a news story is real.</li> <li>Understand how they should behave online and the impact negativity can have.</li> <li>Ensure the safety of themselves and others</li> <li>Conduct a primary survey and seek medical help.</li> <li>Accurately name all the relevant parts of the body.</li> <li>Understand the changes their own gender will go through during puberty.</li> <li>List the range of changes they will go through during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the role of pressure groups.</li> <li>Understand the value of diversity in society, including significant individuals.</li> <li>Understand some environmental issues relating to food and food production.</li> <li>Understand the importance of caring for others and that we all have a responsibility to care for things and people around us.</li> <li>Understand what rights are and that freedom of expression is one of these rights.</li> <li>Understand the basics of how Parliament works, including understanding the different parts of Parliament.</li> </ul>	<p><b>Year 5 and 6</b></p> <ul style="list-style-type: none"> <li>Understand that there can be a range of feelings related to money and the desire to spend and save.</li> <li>Understand their responsibilities in keeping money safe in the bank.</li> <li>Understand that stereotypes can exist in the workplace and how these can affect people.</li> <li>Understand what gambling is and some risks associated with it.</li> </ul> <p><b>Year 5 only</b></p> <ul style="list-style-type: none"> <li>Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs.</li> </ul> <p><b>Year 6 only</b></p> <ul style="list-style-type: none"> <li>Understand that there are different routes into careers.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the factors which make up identity.</li> <li>Understand that images can be manipulated by the professional media but also by individuals and that they are not realistic.</li> </ul> <p><u>Transition</u></p> <ul style="list-style-type: none"> <li>Understand the roles available for them at school and the skills needed for these.</li> <li>Understand that changes can bring opportunities as well as worries and ways of dealing with change.</li> </ul>

<p><b><u>Science</u></b></p>	<p><b><u>Forces</u></b></p> <ul style="list-style-type: none"> <li>• To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and a falling object.</li> <li>• To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>• To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines.</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>• Use the idea that light travels in a straight line to explain why shadows have the same shape as the object that casts them.</li> </ul>	<p><b><u>Solar System</u></b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the earth, and other planets relative to the sun in the solar system.</li> <li>• Describe the movement of the moon relative to the earth.</li> <li>• Describe the sun, earth and moon as approximately spherical bodies.</li> <li>• Use the ideas of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<p><b><u>Classification of plants.</u></b></p> <ul style="list-style-type: none"> <li>• Describe how living things are classified into broad groups according to common observable characteristics and based upon similarities and differences including micro-organisms, plants and animals.</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>• To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	
<p><b><u>Art and Design</u></b></p>	<p><b><u>Painting: Artist Study (Lowry)</u></b></p> <ul style="list-style-type: none"> <li>• Understand a narrative and use descriptive language to tell a story and suggest ideas for the meaning behind a picture.</li> <li>• Identify different features within a painting and use the formal elements to describe it.</li> <li>• Be creative and imaginative in finding their own meaning in a painting.</li> <li>• Use their own art or personal experiences to justify their ideas.</li> <li>• Read a picture well and see beyond the first glance, analysing and evaluating it successfully.</li> <li>• Reflect on personal experiences to convey through their own piece of abstract art.</li> <li>• Contribute to discussions to either the class, group or talk partner.</li> <li>• Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.</li> <li>• Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.</li> <li>• Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.</li> <li>• Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.</li> <li>• Experiment and revisit ideas, drawing on creative experiences.</li> <li>• Work in a sustained way to complete a piece, making evaluations at each stage.</li> </ul>	<p><b><u>Craft and Design: Jewellery</u></b></p> <ul style="list-style-type: none"> <li>• Investigate the history of craft technique and share their knowledge in a personal way.</li> <li>• Investigate the history of craft technique and share their knowledge in a personal way.</li> </ul>	<p><b><u>Drawing: I Need Space</u></b></p> <ul style="list-style-type: none"> <li>• Understand and explain what retrofuturism is.</li> <li>• Participate in discussions and offer ideas.</li> <li>• Evaluate images using simple responses, sometimes using formal elements to extend ideas.</li> <li>• Provide plausible suggestions for how a piece was created.</li> <li>• Comfortably use different stimuli to draw from.</li> <li>• Use past knowledge and experience to explore a range of drawing processes.</li> <li>• Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.</li> <li>• Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.</li> <li>• Generate a clear composition idea for a final piece that shows how it will be drawn.</li> <li>• Apply confident skills to make an effective collagraph print.</li> <li>• Independently select tools and drawing techniques, with some guidance.</li> <li>• Demonstrate growing independence, discussing ways to improve work.</li> </ul>	<p><b><u>Craft and Design: Architecture</u></b></p> <ul style="list-style-type: none"> <li>• Sketch a house from first-hand or second-hand observation.</li> <li>• Use basic shapes to place key features and form the composition, measuring to work out proportions.</li> <li>• Notice small details to incorporate into the drawing by observing.</li> <li>• Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.</li> <li>• Follow steps to create a print with clear lines, with some smudging.</li> <li>• Purposefully evaluate their work, demonstrating what went well and what could be improved.</li> <li>• Create a building design based on a theme or set purpose.</li> <li>• Draw a plan view or front elevation of their building, annotating the key features.</li> <li>• Discuss Hundertwasser’s work and recognise his style.</li> <li>• Create a factual presentation about Hundertwasser in a visually pleasing way.</li> <li>• Show understanding of what a monument is for by designing a monument that symbolises a person or event.</li> <li>• Describe their monument and explain their choices.</li> <li>• Give constructive feedback to others about their monument designs.</li> </ul>	<p><b><u>Drawing: Depth, Emotion and Movement</u></b></p> <ul style="list-style-type: none"> <li>• To know that tone can help show the foreground and background in artwork.</li> <li>• To know that a silhouette is a shape filled with a solid flat colour that represents an object.</li> <li>• To know that lines can be used by artists to draw the viewer to the art work.</li> <li>• To explore different drawing techniques to create texture.</li> <li>• Use various types of lines to emphasise emotion or draw attention.</li> <li>• Describe how artists have shown emotion.</li> <li>• Use colour and line to convey emotion or movement in their sketch.</li> <li>• Design a print, considering the composition carefully.</li> <li>• Use a combination of marks to create tone and depth.</li> <li>• Describe how artists use tone to show depth in their artwork.</li> <li>• Create an effective printing plate.</li> <li>• Reflect and improve their sketchbook experiments and final work.</li> </ul>	

<p><b><u>Design Technology</u></b></p>	<p><b><u>Food and Nutrition: Come Dine with Me</u></b></p> <ul style="list-style-type: none"> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>• Describe the process of beef production.</li> <li>• Research a traditional recipe and make changes to it.</li> <li>• Add nutritional value to a recipe by selecting ingredients.</li> <li>• Prepare and cook a version of Bolognese sauce.</li> </ul>		<p><b><u>Digital World: Micro:bit</u></b></p> <ul style="list-style-type: none"> <li>• Describe what is meant by monitoring devices and provide an example.</li> <li>• Explain briefly the development of thermometers from thermoscopes to digital thermometers.</li> <li>• Research a chosen animal’s key information to develop a list of design criteria for an animal monitoring device.</li> <li>• Write a program that monitors the ambient temperature and alerts someone when the temperature moves from a specified range.</li> <li>• Identify errors (bugs) in the code and ways to fix (debug) them.</li> <li>• State one or two facts about the history and development of plastic, including how it is now affecting planet Earth.</li> <li>• Build a variety of brick models to invent Micro:bit case, housing and stand ideas, evaluating the success of their favourite model.</li> <li>• Explain key pros and cons of virtual modelling vs physical modelling.</li> <li>• Recall and describe the name and use of key tools used in Tinkercad (CAD) software.</li> </ul>			<p><b><u>Textiles: Stuffed Animals</u></b></p> <ul style="list-style-type: none"> <li>• Design a stuffed toy, considering the main component shapes of their toy.</li> <li>• Create an appropriate template for their stuffed toy.</li> <li>• Join two pieces of fabric using a blanket stitch.</li> <li>• Neatly cut out their fabric.</li> <li>• Use appliqué or decorative stitching to decorate the front of their stuffed toy.</li> <li>• Use blanket stitch to assemble their stuffed toy, repairing when needed.</li> <li>• Identify what worked well and areas for improvement.</li> </ul>
<p><b><u>Physical Education</u></b></p>	<p>Dan (AFC Fylde)- FUNdamentals Multi-Skills Swimming</p>	<p>Dan (AFC Fylde)- Invasion Games Swimming</p>	<p>Dan (AFC Fylde)- Dance Swimming</p>	<p>Dan (AFC Fylde)- Outdoor Adventures Swimming</p>	<p>Dan (AFC Fylde)- Striking and Fielding Sports Net and Wall Sports</p>	<p>Dan (AFC Fylde)- Athletic Activities Gymnastics</p>
<p><b><u>Modern Foreign Language</u></b></p>	<p><b><u>Actions</u></b></p> <ul style="list-style-type: none"> <li>• Recognise past tense verbs and say some perfect past tense sentences.</li> <li>• Understand and use some of the adverbs from the unit.</li> <li>• Recognise and use from memory, and with little help, third person singular verbs, including some irregular verbs, to describe someone’s actions.</li> <li>• Develop knowledge of sentences in French and use model sentences to make new ones.</li> </ul>	<p><b><u>In France</u></b></p> <ul style="list-style-type: none"> <li>• Build sentences in the perfect past tense about what they have eaten using a model to help.</li> <li>• Follow and understand the main points and some of the detail from the recipe.</li> <li>• Prepare and present a short presentation with little or no help.</li> <li>• Take part in oral activities with little help.</li> <li>• Ask questions unprompted in the second person singular using the correct intonation.</li> <li>• Recognise and understand that “on” has several meanings in French.</li> </ul>	<p><b><u>Family</u></b></p> <ul style="list-style-type: none"> <li>• Talk and write about what they have done using the perfect past tense with little help.</li> <li>• Identify third person plural forms of common verbs in the present tense, with little help.</li> <li>• Understand the difference between the two different second person subject pronouns — “tu” and “vous” — and use them appropriately.</li> <li>• Use words and sentence structures from the unit to create new sentences with little help.</li> </ul>	<p><b><u>Weekend with Friends</u></b></p> <ul style="list-style-type: none"> <li>• Understand the main points, and some detail, of the unit’s story in written form.</li> <li>• Develop and present a simple role-play with little help, adapting some of the Question-and-Answer lesson sentences as appropriate.</li> <li>• Build on their knowledge of the past tense and be able to write and say perfect past tense sentences with little help.</li> <li>• Take part in a continuous conversation involving longer sentences and opinions.</li> </ul>	<p><b><u>The Future</u></b></p> <ul style="list-style-type: none"> <li>• Change simple adjectives appropriately to match the gender and number of the noun.</li> <li>• Form comparative sentences (ensuring the correct form of the adjective is applied), using the model sentences from the Question-and-Answer lessons as prompts.</li> <li>• Write and perform a role-play, incorporating basic future tense sentences.</li> <li>• Discuss the effect of certain words in the unit’s story when prompted.</li> </ul>	<p><b><u>Jobs</u></b></p> <ul style="list-style-type: none"> <li>• Recall, say and write most of the unit’s job titles with their correct articles.</li> <li>• Identify the future tense with little help.</li> <li>• Write a short, descriptive passage from memory, using some irregular verbs in the third person, with little help.</li> <li>• Change regular singular nouns into their plural forms with little help.</li> </ul>

<b><u>Music</u></b>	<p><b><u>Happy</u></b> Theme: Being happy!</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p><b><u>Classroom Jazz 2</u></b> Theme: Jazz, improvisation and composition.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p><b><u>A New Year Carol</u></b> Themes: Benjamin Britten’s music and cover versions.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p><b><u>You’ve Got A Friend</u></b> Theme: The music of Carole King.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p>Summer Production</p> <ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</li> </ul>	
	<p><b><u>Unit 5.1 Coding</u></b></p> <p><b><u>Unit 6.1 Coding</u></b></p> <ul style="list-style-type: none"> <li>To design a playable game with a timer and a score.</li> <li>To plan and use selection and variables.</li> <li>To understand how the launch command works.</li> <li>To use functions and understand why they are useful.</li> <li>To understand how functions are created and called.</li> <li>To use flowcharts to create and debug code.</li> <li>To create a simulation of a room in which devices can be controlled.</li> <li>To understand how user input can be used in a program.</li> <li>To understand how 2Code can be used to make a text-adventure game.</li> </ul> <p><b><u>Unit 6.2 Online Safety</u></b></p> <ul style="list-style-type: none"> <li>To identify benefits and risks of mobile devices broadcasting the location of the user/device.</li> <li>To identify secure sites by looking for privacy seals of approval.</li> <li>To identify the benefits and risks of giving personal information.</li> <li>To review the meaning of a digital footprint.</li> <li>To have a clear idea of appropriate online behaviour.</li> <li>To begin to understand how information online can persist.</li> <li>To understand the importance of balancing game and screen time with other parts of their lives.</li> <li>To identify the positive and negative influences of technology on health and the environment.</li> </ul> <p><b><u>Unit 6.3 Spreadsheets</u></b></p> <ul style="list-style-type: none"> <li>To use a spreadsheet to investigate the probability of the results of throwing many dice.</li> <li>To use a spreadsheet to calculate the discount and final prices in a sale.</li> <li>To use a spreadsheet to plan how to spend pocket money and the effect of saving money.</li> <li>To use a spreadsheet to plan a school charity day to maximise the money donated to charity.</li> </ul>	<p><b><u>Unit 6.2 Online Safety</u></b></p> <ul style="list-style-type: none"> <li>To identify benefits and risks of 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to plan a school charity day to maximise the money donated to charity.</li> </ul>	<p><b><u>Unit 6.4 Blogging</u></b></p> <ul style="list-style-type: none"> <li>To identify the purpose of writing a blog.</li> <li>To identify the features of a successful blog.</li> <li>To plan the theme and content for a blog.</li> <li>To understand how to write a blog and a blog post.</li> <li>To consider the effect upon the audience of changing the visual properties of the blog.</li> <li>To understand how to contribute to an existing blog.</li> <li>To understand how and why blog posts are approved by the teacher.</li> <li>To understand the importance of commenting on blogs.</li> </ul> <p><b><u>Unit 6.5 Text Adventures</u></b></p> <ul style="list-style-type: none"> <li>To find out what a text adventure is.</li> <li>To use 2Connect to plan a story adventure.</li> <li>To make a story-based adventure using 2Create a Story.</li> <li>To read and understand given code for a text adventure game.</li> <li>To debug and improve a text adventure game.</li> </ul>	<p><b><u>Unit 6.5 Text Adventures</u></b></p> <ul style="list-style-type: none"> <li>To find out what a text adventure is.</li> <li>To use 2Connect to plan a story adventure.</li> <li>To make a story-based adventure using 2Create a Story.</li> <li>To read and understand given code for a text adventure game.</li> <li>To debug and improve a text adventure game.</li> </ul> <p><b><u>Unit 6.6 Networks</u></b></p> <ul style="list-style-type: none"> <li>To learn about what the Internet consists of.</li> <li>To find out what a LAN and a WAN are.</li> <li>To find out how the Internet is accessed in school.</li> <li>To research and find out about the age of the Internet.</li> <li>To think about what the future might hold.</li> </ul>	<p><b><u>Unit 6.7 Quizzing</u></b></p> <ul style="list-style-type: none"> <li>To create a picture-based quiz for young children.</li> <li>To learn how to use the question types within 2Quiz.</li> <li>To explore the grammar quizzes.</li> <li>To make a quiz that requires the player to search a database.</li> <li>To make a quiz to test your teachers or parents.</li> </ul>	<p><b><u>Unit 6.7 Quizzing</u></b></p> <ul style="list-style-type: none"> <li>To create a picture-based quiz for young children.</li> <li>To learn how to use the question types within 2Quiz.</li> <li>To explore the grammar quizzes.</li> <li>To make a quiz that requires the player to search a database.</li> <li>To make a quiz to test your teachers or parents.</li> </ul>

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