



Curry Mallet CofE VC Primary School  
**Class 3**  
**2019/2020 Yearly Plan**

**Intent**

Aspirational	Life-long learning	Globally responsible	Curious
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Term	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Project	Explorers: Anglo-Saxons	Explorers: Space	WW2	Our Bodies	Olympics
Focus	History/ Geography	History/Geography/Science	History	Science	History/ Geography
Big question	<b>Anglo-Saxons – Invaders or Settlers?</b>	<b>Space One small step for man – how was this one giant leap for mankind? Geography &amp; Science Focus</b>	<b>How does war affect the people who live through it? (With a particular focus on displacement.)</b>	<b>Our bodies – Are we really what we eat?</b>	<b>What makes a perfect Olympian?</b>
Celebration of Learning	Design and construct an Anglo-Saxon model village.	Drama documentary of our solar system and the race for space – in the style of Professor Brian Cox and Dara O Briain.	Contribute to the whole-school WW2 exhibition	Make a crawl through model of the human digestive system. Children to be able to give ‘tours’ of the human digestive system to younger children.	Yr 6 – to organise and run a Whole school mini Olympics Yr 4/5 to organise a mini Olympics for Class 2
Creative Homework	Your project is to research about King Arthur. Who was he? What did legend suggest that he did? When did he do this? How may he have been connected to the south west of England?	Design and describe a piece of wearable tech. Ultimate STEM competition.	TBC	TBC	TBC
RE	Incarnation (Understanding Christianity)		Salvation (Understanding Christianity)	Other World religion TBC	
History	<ul style="list-style-type: none"> <li>▪ Britain’s settlement by Anglo-Saxons and Scots</li> <li>▪ the Viking and Anglo-Saxon struggle for the Kingdom of</li> </ul>	<ul style="list-style-type: none"> <li>▪ a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>▪ a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>		<ul style="list-style-type: none"> <li>▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>

	<p>England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> <li>a local history study</li> </ul>				
Geography	<ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<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> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>		<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
Science	<p><b>Light and Shadows.</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 straight lines to explain why</li> </ul>	<p><b>Earth and Space</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 idea of the Earth's rotation to explain day and night and the apparent movement of the sun across</li> </ul>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b>Animals including humans: Changes as we age/Life cycles</b></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul> <p><b>Digestion</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> </ul> <p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in</li> </ul>	

	shadows have the same shape as the objects that cast them.	the sky.			different ways and that adaptation may lead to evolution.	
PSHE	<b>JIGSAW Being Me in My World</b> Includes understanding my place in the class, school and global community as well as devising Learning Charters.	<b>JIGSAW Celebrating Difference</b> Includes anti-bullying (cyber and homophobic bullying included) and diversity work.	<b>JIGSAW Dreams and Goals</b> Includes goal-setting, aspirations for yourself and the world and working together.	<b>JIGSAW Healthy Me</b> Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.	<b>JIGSAW Relationships</b> Includes understanding friendship, family and other relationships, conflict resolution and communication skills.	<b>JIGSAW Changing Me</b> This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)
On-line safety	I am kind and responsible EliM planning and assemblies		I am safe EliM planning and assemblies		I am healthy EliM planning and assemblies	
ICT	<p>§ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>§ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>§ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</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> <p>§ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>§ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>§ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>§ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</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> <p>§ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>§ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>§ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>
Music	<p><b>Music Specialist</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p><b>Music Specialist</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p><b>Music Specialist</b></p> <ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>		<p><b>Music Specialist</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>use and understand staff and other musical notations</li> <li>develop an understanding of the history of music.</li> </ul>	<p><b>Music Specialist</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>use and understand staff and other musical notations</li> <li>develop an understanding of the history of music.</li> </ul>

MFL		<p style="text-align: center;"><b>Greetings</b></p> <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>▪ present ideas and information orally to a range of audiences</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally and in writing</li> <li>▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns</li> </ul>	<p style="text-align: center;"><b>Clothes</b></p> <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>▪ present ideas and information orally to a range of audiences</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	<p style="text-align: center;"><b>Snacks</b></p> <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>▪ present ideas and information orally to a range of audiences</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally and in writing</li> </ul>	<p style="text-align: center;"><b>Parts of the Body</b></p> <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>▪ present ideas and information orally to a range of audiences</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally and in writing</li> <li>▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build</li> </ul>	<p style="text-align: center;"><b>Countries and Cities</b></p> <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>▪ present ideas and information orally to a range of audiences</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally and in writing</li> <li>▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
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		of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	<ul style="list-style-type: none"> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<ul style="list-style-type: none"> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	sentences; and how these differ from or are similar to English.	
<b>Art</b>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p>Illuminated letters</p> <p>Clay runes</p> <p>Anglo- Saxon Alfred Jewels</p>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p>Peter Thorpe – abstract art</p>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p>L.S. Lowry</p> <p>Blitz art</p>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p>Henry Moore Julian Opie Alberto Giacometti</p>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p>Ancient Greek pots/plates/vases</p> <p>People in action – sketching the body during sport</p>	
<b>PE</b>	<p><b>Gym</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl,</li> </ul>	<p><b>Gym</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> </ul> <p><b>Invasion Games;</b> <b>Basketball - control and aiming</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>perform WWII dances using a range of movement patterns</li> </ul> <p><b>Invasion Games; Tactics</b> <b>Netball</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in</li> </ul>	<p><b>Invasion Games;</b> <b>Net and wall games:</b> <b>Tennis -</b> <b>Control and aim</b></p> <p><b>Invasion Games attacking</b> <b>and defending</b> <b>Hockey</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in</li> </ul>	<p><b>Batting and Fielding games; Cricket</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>OAA- team building</b></p> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and</li> </ul>	

	<p>backstroke and breaststroke]</p> <ul style="list-style-type: none"> <li>perform safe self-rescue in different water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>combination</p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>isolation and in combination</p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>within a team</p> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> </ul>
DT	<p><b>Anglo-Saxon Brooches</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical knowledge</b></p>	<p><b>Building rockets</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<p><b>Make do and mend.</b> <b>Sew War –time teddy bears</b> <b>War-time cooking (rations)</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use textiles, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<p><b>Food technology</b> <b>Design and make a balanced meal.</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b>Ancient Greek Pottery</b> <b>Model of the Parthenon</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p>

	<ul style="list-style-type: none"> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>				<ul style="list-style-type: none"> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
Educational visits/ visitors and experiences	Class 3: Anglo-Saxon Workshop Day @ Museum of Somerset	Fire safety talk Whole School trip to British Aerospace - Filton	R4L tent – Anderson Shelter Evacuee Experience workshop @Somerset Rural Life Museum	Proposed trip: We the Curious – Digest this! Workshop.  People’s Parliament Workshop at The Houses of Parliament	Year 4/5/6 Residential Visit to Hill House Christian Centre