

Design Technology Cooking and Nutrition Did the Romans eat pizza?	What did the Romans eat?	What foods would you put on a Roman menu?	How do you make a Roman flatbread?	Who invented pizzas?	End Point- Make a healthy pizza.	Evaluation- Would my pizza be fit for a queen?	
NC Links	- understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.						
RE How do festivals and family life show what matters to Jewish people??	What do many Jewish people do to mark Shabbat?	What does Shabbat look like in the UK today?	What do different Jewish people celebrate at Rosh Hashanah?	What happens at Yom Kippur?	What is the story of Passover?	Why do many Jews celebrate Passover every year?	Assessment
Music Classroom Jazz 2 Section 1 Listen and Appraise Section 2 Musical Activities Section 3 Perform	Listen and Appraise: Bacharach Anorak 1. Learn to play the tune/head 2. Learn to play the middle 8 Play the tune/head and middle 8	Listen and Appraise: Speaking My Peace Bacharach Anorak 1. Learn to play the whole tune/head 2. Improvise using instruments Play the whole tune/head including improvisation	Listen and Appraise: Take The A train Bacharach Anorak 1. Learn to play the whole tune/head 2. Improvise using instruments Play the whole the composed tune/head, improvise then tune/head to finish	Listen and Appraise: Meet the Blues 1. Compose your own tune/head 2. Improvise using the notes of the tune/head Play the composed tune/head, improvise then tune/head to finish	Listen and Appraise: Back O' Town Blues Meet the Blues 1. Continue to compose your own tune/head 2. Improvise using the notes of the tune/head Play the composed tune/head, improvise then tune/head to finish	Listen and Appraise: One O' Clock Jump Meet the Blues 1. Secure your compositions 2. Improvise using the notes of the tune/head Play the composed tune/head, improvise then tune/head to finish	Performance
NC Links	- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music						
PSHE Celebrating difference	I understand that cultural differences sometimes cause conflict I am aware of my own culture	I understand what racism is I am aware of my attitude towards people from different races, cultures and ethnicities	I understand how rumour-spreading and name-calling can be bullying behaviours I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one	I can explain the difference between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	I can compare my life with people in the developing world I can appreciate the value of happiness regardless of material wealth	I can understand a different culture from my own I respect my own and other people's cultures	
PE Can I complete a sequence of balances and rolls with a partner?	How can I develop individual and partner balances.	How can I develop individual and partner balances using apparatus.	How can I develop control in performing and landing rotation jumps.	How can I develop rotation jumps and sequence building using apparatus .	How can I develop the straight, barrel, forward and straddle roll.	End point- How can I assess my straight, barrel, forward and straddle roll.	
NC Links	- develop flexibility, strength, technique, control and balance - compare their performances with previous ones and demonstrate improvement to achieve their personal best.						
Computing How do I create and use flat-file databases?	How do I create a paper database?	What is a computer database?	How do I use a database?	How do I use the search tools in a database?	How do I compare data visually?	How do we use databases in real life?	End point- create a database linked with science topic

NC Links	• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • 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						
Languages All About Me	Can I respond to classroom instructions?	Can I identify and name my body parts?	Can I perform and follow actions?	Can I identify colours?	What's in the Wardrobe?	What Are You Wearing?	End point- Hold a conversation using what you have learnt so far.
NC Links	• listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • 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.						