

Subject	Summer 1B What a racket!	
	KS1	KS2
Geography	N/A	N/A
History	<p>A great Composer Chronology – A history of Music Know where people and events fit within a chronological framework. Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</p>	<p>A great Composer Chronology – A history of Music Y3/Y4 Develop chronologically secure knowledge and understanding of British, local and world history. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. Address and devise historically valid questions about cause. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Y5/Y6 Develop chronologically secure knowledge and understanding of British, local and world history. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Address and devise historically valid questions about cause. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>
Science	<p>Sound</p>	<p>Sound Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Recognise that sounds get fainter as the distance from the sound source increases Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it</p>
Art	N/A	N/A

DT	<p>Make a musical instrument use their knowledge of existing products and their own experience to help generate their ideas understand and follow simple design criteria work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment begin to select from a range of hand tools and equipment select from a range of materials according to their characteristics learn to use hand tools and kitchen equipment safely with help, measure and mark out cut, shape and score materials with some accuracy assemble, join and combine materials begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations as they work, start to identify strengths and possible changes they might make to refine their existing design evaluate their products and ideas against their simple design criteria</p>	<p>Make a musical instrument use their knowledge of a broad range of existing products to help generate their ideas when designing, explore different initial ideas before coming up with final design when planning, start to explain their choice of materials and components including function and aesthetics test ideas out through using prototypes develop and follow simple design criteria work in a broader range of relevant contexts eg entertainment, home, school, leisure, food industry + wider environment with growing confidence, carefully select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their functional properties and aesthetic qualities place the main stages of making in a systematic order learn to use a range of tools and equipment safely, appropriately & accurately use a wider range of materials with growing independence, measure and mark out accurately cut, shape and score materials accurately assemble, join and combine materials accurately understand materials have both functional properties & aesthetic qualities explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product</p>
PE	<p>Athletics Children explore running, jumping and throwing activities, and take part in simple challenges and competitions. Children experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p>	<p>Athletics Concentrate on developing good basic running, jumping and throwing techniques. Set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Practising field events and different race types in preparation for Sports Day. Focus on developing their technical understanding of athletic activity.</p>

	Children will be practising field events and different race types, in preparation for Sports Day.	They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.
Music	Play tuned and untuned instruments Compose / play / perform Musical notation / History of Music	Play tuned and untuned instruments Compose / play / perform Musical notation / History of Music
Computing	Instructions – Beebot /Select & use a variety of software Understand what algorithms are. Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs.	Create digital content (linked to music) Y3/Y4 Select, use and combine a variety of software (including internet services) on a range of digital devices. Design and create a range of programs, systems and content that accomplish given goals. Collecting, analysing, evaluating and presenting data and information. Y5/Y6 Select, use and combine a variety of software (including internet services) on a range of digital devices. Collecting, analysing, evaluating and presenting data and information.