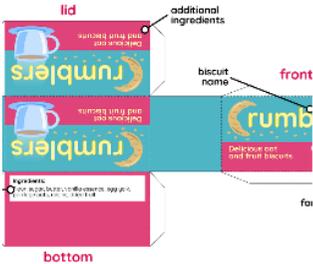




Music – Pentatonic melodies and composition		
Knowledge I know...	Skills I can...	Links back to I remember... [Y2]
<ul style="list-style-type: none"> The word 'crescendo' means a sound getting gradually louder. Some traditional music around the world is based on five notes called a 'pentatonic' scale. A pentatonic melody uses only the five notes C D E G A 	<ul style="list-style-type: none"> Match movements to the music, explaining why I chose these movements. Accurately notate and play a pentatonic melody. Play my part in a composition confidently. Work as a group to perform a piece of music. 	<ul style="list-style-type: none"> Identifying key features of a ballad. Performing a ballad using actions. Singing in time and in tune with a song and incorporate actions. Retelling a summary of an animation's story. Writing a verse with rhyming words which tell part of a story. Performing lyrics fluently and with actions.
Vocabulary: Crescendo: a gradual increase in volume Pentatonic: 5 notes within the octave Notation: a visual record of the sound Composition: to create music Duration: the amount of time a note, phrase, section, or composition lasts Expression: playing or singing with a personal response to the music. Harmony: when more than 1 note is played Scale: group of notes arranged by ascending or descending order Tempo: speed of the music Timbre: the sound quality		Images:   

Design Technology – Adapting a Recipe [Food]		
Knowledge I know...	Skills I can...	Links back to I remember... [KS1]
<ul style="list-style-type: none"> The amount of an ingredient in a recipe is known as the 'quantity'. Safety and hygiene are important when cooking. The following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping. The importance of budgeting while planning ingredients for a recipe. Products often have a target audience. 	<ul style="list-style-type: none"> Designing a biscuit within a given budget. Conducting market research Following a baking recipe. Understanding safety and hygiene rules. Adapting a recipe. Evaluating an adapted recipe. Evaluating and comparing a range of products. Suggesting modifications. 	<ul style="list-style-type: none"> Explore where food comes from—grown, reared, or caught—and recognize different types of food products. Know fundamental rules of hygiene, such as washing hands, washing food, and keeping work areas clean to stay safe. Use senses to describe the taste, texture, and smell of food and evaluate their own products.
Vocabulary Appearance – the way that something looks. Budget – an estimate of income and expenditure for a set period of time Combine – mix two things together Comment – share opinion on a particular product Compare – comment on the similarities and differences between two products Construct – to make something Crunchy – making a sharp noise when bitten or crushed Cuboid – 3D solid shape with six rectangular faces Cut – use a knife to slice something Design – a plan/drawing to show the look and function/workings of another object before it is made. Evaluate – form an idea of the amount, number of value of; assess Fold – a gentle technique used to combine a light, airy ingredient like whipped eggs whites or cream Hygiene – the essential practices, conditions and measures taken during food handling, preparation, storage and service to ensure food is safe, clean, and free from harmful bacteria or contaminants.		Images    

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)



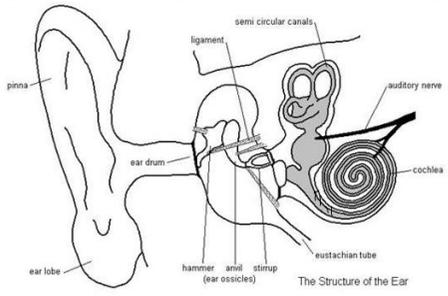
History – Roman Britain

Knowledge I know...	Skills I can...	Links back to I remember...[Y2]
<ul style="list-style-type: none"> 1st century CE Britain was not united like it is now. It was made up of different Celtic tribes and kingdoms and called Britannia. IN 43 CE, Emperor Claudias invaded Britannia to show he was a strong emperor Despite the Ancient Romans' initial success in the south, other British Celts resisted the further Roman campaigns. While some kings, like Caratacus, were crushed, others chose to become client rulers to avoid bloodshed. Boudica was the queen of the Iceni tribe in East Anglia; she rebelled and destroyed Colchester and London. Boudica united with other tribes in southern England and outnumbered the Ancient Roman Legions that marched to meet her. Despite her numerical advantage, Boudica's army was defeated by superior Ancient Roman tactics and her rebellion ended. The Celtic tribes' buildings were different from the Roman buildings. Emperor Hadrian ordered a wall to be built across Northern Britain to defend the land from then Caledonians (Scottish tribes). Vindolanda is an example of one of the best-preserved forts on Hadrian's wall. Rich Ancient Romans built villas in the British countryside with expensive mosaics and hypocaust systems for heating Roman's built roads when they invaded new lands, it made it easier to move troops and supplies as well as sending messages. Roman roads were so well built some part remain today. Many of our roads we use now follow the routes of Roman roads. Roman settlement meant that people and goods from many countries travelled to Britain Many aspects of life changed for people in Britain, and resistance to Ancient Roman rule and culture varied. Britain stayed part of the Roman Empire for more than 350 years. 	<ul style="list-style-type: none"> Sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms. Understand that a timeline is divided into BC (Before Christ) and AD (Anno Domini) To see how gaps in evidence To influence interpretations. e.g prehistory with no written or recorded information. To provide a reason why two accounts of the same event might differ. To comment on a range of possible reasons for differences in a number of accounts Draw together information from an increasing range of sources. To ask and answer their own questions on sources. Use sources of information to make statements or judgements. Show awareness and understanding visually, orally and in writing. Use a wider range of vocabulary when showing awareness. To demonstrate knowledge of causes for events e.g the Punic Wars Recognise differences between ways of life in the past. Make valid statements about the main similarities, differences and changes occurring within topics. To describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics. To select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Pompeii). To begin to explain why. Understand how sources can be used to answer a range of historical questions. 	<ul style="list-style-type: none"> Knowledge of what it means to be a leader. Placing people, events and objects in chronological order Gathering information from simple sources to ask and answer questions. Comparing different historical sources and understand the past can be represented in different ways. Using the words 'past' and 'present' to talk about an event. Using words to describe the passing of time. That a timeline is divided into BC (Before Christ) and AD (Anno Domini) What democracy/republic is from Oliver Cromwell unit, Ancient Greeks and Roman Empire units. How the Roman Empire spread That Roman soldiers were highly trained.

Vocabulary:	Images:
<p>Invade – To go somewhere with an army and take over. Tactics - plans an army uses to defeat their enemies Legionaries - well-trained Ancient Roman soldiers Rebellion - when people rise up against those who are ruling them Client ruler -a king or queen who promised to obey the Ancient Roman Emperor Hypocaust system - an Ancient Roman underfloor heating system which used used hot air. Primary Source – original materials created at the times. These could be an artifact, document, recording etc. Secondary Source – provide second-hand information, created by someone who was not there who has analysed and/or evaluated primary sources.</p>	

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)



Science – Sound		
Knowledge I know...	Skills I can...	Links back to I remember... [KS1]
<ul style="list-style-type: none"> • A thing that can be heard. • The object that makes the sound is called the source. • When objects vibrate, a sound is made. • The vibration makes the air around the object vibrate and the air vibrations enter your ear, called sound waves. • If an object is making a sound, a part of it is vibrating, even if you cannot see the vibrations • Sound waves travel through a medium (such as air, water, glass, stone, and brick). • When an object vibrates, the air around it vibrates too. This vibrating air can also be known as sound waves. • The sound waves travel to the ear and make the eardrums vibrate. • Messages are sent to the brain which recognises the vibrations as sounds. • The pitch of a sound is how high or low it is. • A squeak of mouse has a high pitch. The roar of a lion has a low pitch. • The volume of the sound is how loud or quiet it is. • When a sound is created by a little amount of energy, a weak sound wave is created which doesn't travel far = a quiet sound. • A small tap of a hammer is used with small amounts of energy and so creates a quiet noise. • A vibration with lots of energy makes a powerful sound wave and therefore a loud sound. • A powerful, smashing tap of a hammer is used with lots of energy and so creates a loud noise. • Amplitude measures how strong a sound wave is. • Decibels measure how loud a sound is. • Frequency measures the number of times per second that the sound wave cycles. 	<ul style="list-style-type: none"> • Label a diagram of the ear • Name the key parts of the ear and how we hear sound • Complete a sound walk of the school • Investigate the sound of a ruler and how the length of it effects this • Write a conclusion of an investigation • Read sound waves • Record results in a table and a graph • Interpret and create sound waves 	<ul style="list-style-type: none"> • Sounds are created by vibrations • Sounds can be loud or quiet • Sounds can be high or low • Using words like tempo, rhythm, volume, and timbre. • Sounds can be produced by instruments, voices, or everyday objects. • Sounds travel through air, water, and materials
Vocabulary Amplitude - a measure of the strength of a sound wave Decibel - a measure of how loud a sound is Electricity- a form of energy that can be carried by wires and in used for heating and lighting, and to provide power for devices Energy - the power from sources such as electricity that makes machines work or provides heat Frequency - a measure of how many times per second the sound wave cycles Medium - something that makes possible the transfer of energy from one location to another Pitch - how high or low a sound is Power - Power is energy, especially electricity, that is obtained in large quantities from a fuel source and used to operate lights, heating, and machinery Sound waves - invisible waves that travel through air, water, and solid objects as vibrations Source - where something comes from Transmit - to pass from one place or person to another Vibrations - invisible waves that move quickly Volume - how loud or quiet a sound is	Images  	



Geography – Settlements [Northern Italy]

Knowledge I know...	Skills I can...	Links back to I remember...[KSI]
<ul style="list-style-type: none"> Italy is in southern Europe and borders Switzerland, France, Austria and Slovenia. Most of Italy's boarders is surrounded by sea Italy is in the Mediterranean Sea. Different modes of transport create different carbon footprints. Northern Italy contains three major mountain ranges – The Alps, the Apennines and the Dolomites Northern Italy has many lakes. Lake Garda is the largest lake in Italy. The River Po is the longest river in Italy It flows from the Alps to the Adriatic Sea. Northern Italy has settlements from tiny hamlets and villages to enormous cities. Cities in northern Italy include Milan, Turin, Genoa and Venice. Milan is the city with the largest population. Northern Italy is known for making cars and clothes. Venice is a very popular city destination. What villages and towns are like in Northern Italy. Hotter climates are found nearer the equator and cooler climates further away. Climate is influenced by altitude, terrain and distance from the ocean. Venice is a city in north-eastern Italy located on the coast bordered by the Adriatic Sea. Venice is built on more than 100 islands which are separated by canals and linked by bridges. Venice is thought to be one of the most beautiful cities in the world and an is UNESCO World Heritage Site. Venice is very popular tourist destination. Tourism has benefits but can also cause problems. The similarities and differences between the location in Northern Italy and the UK. The similarities and differences between the types of settlements in Northern Italy and the UK. The similarities and differences between the climate in Northern Italy and the UK. 	<ul style="list-style-type: none"> Locate the Europe on a world map. Locate Italy on a map of Europe. Locate Rome on a map of Italy Understand geographical similarities and differences through the study of human and physical geography. To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. To describe and understand the key aspects of human geography within Europe [UK, Italy, Venice, London] including land use patterns and types of settlement: suburban, hamlet, village, town, city and the difference between these. To understand similarities and differences in climate [e.g. Northern and Southern] and topographical features. To use some basic symbols and key. To identify and compare topographical features of a region in a European country, Asia and a region within North or South America. To accurately and precisely, locate the main countries in Asia and Europe. Identify their main environmental regions, key physical and human characteristics, and major cities Use maps, atlases, globes to locate countries and continents and describe features. To ask and respond to geographical questions about their environment and the countries studied. To give their own views about locations and begin to explain why. To use geographical vocabulary to describe geographical features. To observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps and charts. To understand that geographers learn about the world by observing and collecting data and information. To analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and using appropriate geographical vocabulary. 	<ul style="list-style-type: none"> Countries in Europe Different uses of land The difference between human and physical geography The definition of a city, town and village The position and significance of the Equator and Northern and Southern Hemisphere. How to use an atlas How to read a compass. What Climate is (Greece) What weather is (Greece)

Vocabulary

Border - the dividing line between two countries
Carbon footprint - The amount of carbon dioxide an activity creates and realises into the air. This is the mark left on our planet.
Climate – What the average weather conditions are over a long period of time.
Latitude – Imaginary lines around the Earth showing position north and south of the equator.
Altitude – Height above sea level
Terrain – the shape of the land
Locality – particular location/area
World Heritage Site – places on Earth of outstanding universal value to humanity and are listed to be protected for future generations.
Sustainable – taking care of the world we live in for future generations.

Images

