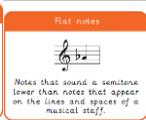
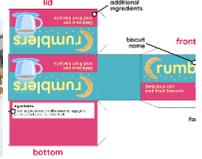




Music – Adapting and transporting motifs [Theme: Romans]

Knowledge I know...	Skills I can...	Links back to I remember... [Y2]
<ul style="list-style-type: none"> Musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dum!). 'Transposing' a melody means changing its key, making it higher or lower pitched. A motif can be adapted by changing the notes, the rhythm or the order of notes. 	<ul style="list-style-type: none"> Sing a song, sing in time and in tune and follow the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose a motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation. 	<ul style="list-style-type: none"> Singing in tune and in harmony with others, with developing breath control. Explaining how a piece of music makes them feel with some use of musical terminology. Performing a vocal ostinato in time. Listening to other members of their group as they perform. Creating an ostinato and represent it on paper so that they can remember it. Creating and performing a piece with a variety of ostinatos.
Vocabulary: Backing track: a recorded musical accompaniment Motif: A short, repeated pattern of notes Riff: short, repeated phrase in pop music and jazz Rhythm: a pattern of long and short sounds and silences within a piece of music Transpose: Move a whole tune/piece of music up or down in a key by starting on a different note Sharp Notes: notes sounding a semitone higher than notes on the lines and spaces of a musical staff Flat Notes: notes sounding a semitone lower than notes on the lines and spaces of a musical staff Notation: the way that music is written so that others can play it.		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/function/workings of an object before it is made. Evaluate – form an idea of the amount, number of value 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 Claudius 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. To work on a wider variety of interpretations such as history books, museum displays and historical fiction and non-fiction. To comment on a range of possible reasons for differences in several accounts (e.g. explain how and why there were different viewpoints about X). To explain historical situations, events, developments and individuals from more than 1 viewpoint. To draw together information from sources about the complexity of life in the past. To ask and answer their own questions on sources. To independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. To produce structured narratives and descriptions. To explain with confidence the significance of particular causes and effects for many of the key events and developments. Describe links between different features in past situations. To explain why certain changes and developments were of particular significance within topics and across time periods Describe links between different features in past situations. To explain why they were certain differences and similarities across time periods. To explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the X period distinctive). To comment on the usefulness and reliability of a range of sources for particular enquiries. 	<ul style="list-style-type: none"> Explain how past people/events influence life today That a timeline is divided into BC (Before Christ) and AD (Anno Domini) Select and organise key pieces of information Make connections between the historical periods previously studied (Ancient Egypt, Stone Age, Iron Age) 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:

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 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.

Images:





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. <p>Frequency measures the number of times per second that the sound wave cycles.</p>	<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
<p>Vocabulary:</p> <p>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</p>	<p>Images:</p>	



Geography – Settlements [Rome]

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 toe Adriatic Sea. Northern Italy has settlements from tiny hamlets and villages to enormous cities. Cities in northern Italy include Milan, Turin, Genoa and Venice. Milian 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 use and read scales on a map To ask and respond to geographical questions about their environment and the countries studied including how and why using evidence to support their answers. To give their own views about locations and explain why. To compare their views with others. To use geographical vocabulary to describe local and/or small scale geographical features as well as those on a wider global level. To observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and maps, GIS and a range of age appropriate charts and graphs. To choose an appropriate method to record evidence as needed. To understand that geographers learn about the world by observing and collecting data and information. To begin to understand that some knowledge about the world can be revised as we collect new data and information. To analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, 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 reads a compass. What Climate is (Greece) What weather is (Greece)
<p>Vocabulary:</p>	<p>Images:</p>	
<p>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 – Hight 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.</p>	  	