



Creative Super Investigators !!

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At BHJS we are looking to excite and create meaningful contexts around the foundation subjects' curriculum and we have agreed to work on engaging our pupils to be **Creative Super Investigators!**

Each half term there is a linked theme across all year groups.

All year group projects are the same length. (See step one)

There will be a "hook" to motivate the learning and an "outcome" to support the phrase,

"We are learning this because at the end of this work we will be able to"

CSI learning time will be in the afternoons and will need to be referred to as **CSI Time** or **CSI Learning**.

CSI learning will be planned on the agreed MTP (see step three), placed on the website and sent home for parents to see.

The weekly planning proforma will also be completed and handed in to SLT on a Friday.

Enquiry based learning, i.e. a new question/ problem to solve in the subject areas each week – will enable children to be creative super investigators and it is expected to be evident on the planning.

The coverage overview of objectives for each subject and each year group (see step two) will be stuck in the front of pupils' exercise books for their CSI work.

The overview will be used to highlight objectives covered and more importantly the extent to which the pupil has achieved.

These will be crucial evidence for foundation subject leaders and will be able to support pupils knowing their own strengths and self-assessment.

Step One – Yearly Overview

CSI Learning!			Events	Year 3	Year 4	Year 5	Year 6
Autumn 1	8 Weeks	Welcome to our World		Inspirational Italy	Russia - The Firebird Story	Brazil	Mexico and the Mayans
Week 1	Tues	1st September	1st 2nd Sept Inset	getting to know you- class charter etc.			
Week 2	Mon	7th September	hook	Opera and Pizza Party	Firebird Story	Marwell zoo trip	Mexican Party Display
Week 3	Mon	14th September		Geography	Art	Geography	Geography
Week 4	Mon	21st September					
Week 5	Mon	28th September		DT Inc. food tech	Geography	Science - livingthings and their habitats	History/Culture
Week 6	Mon	5th October		Art	English	Music - samba	Art
Week 7	Mon	12th October					Science- animals inc humans
Week 8	Mon	19th October	outcome	whole school expo - parents to come and visit the work and learning			
Autumn 2	7 weeks	Into the Light		Star Wars	The Lighthouse Keeper's Lunch	Until I met Dudley	BGT
Week 1	Mon	2nd November	hook	space dome	RNLI visit or guest	space dome	shadow puppets from BGT
Week 2	Mon	9th November		Science light . Forces and magnets	Science - sound and electricity	Science earth + space and forces	Science light and electricity
Week 3	Mon	16th November					
Week 4	Mon	23rd November		DT	DT	DT	DT
Week 5	Mon	30th November		Music - star wars / space odyssey etc.	English - instructions	English - explanations	English - a Christmas carol
Week 6	Mon	7th December		light sabre show	RE - Hanukah		
Week 7	Mon	14th December	outcome	Christmas show	Christmas show	Christmas show	BHJS has got talent production

			Events	Year 3	Year 4	Year 5	Year 6
Spring 1	6 weeks	Time lords		Stone Age Man	Ancient Egypt	Ancient Greece	1940s Timelords
Week 1	Mon	4th January		arts week			
Week 2	Mon	11th January	hook	Ice age - the movie	Treehouse theatre	Theseus and Minator story	Dalecks !
Week 3	Mon	18th January		History	History	History	History
Week 4	Mon	25th January				Art	Art
Week 5	Mon	1st February		DT	DT pneumatic sarcophagi	English	Music
Week 6	Mon	8th February	outcome	how to look after a mammoth guide	Egyptian Tomb	Greek pot exhibition	time travel show to parents
Spring 2	5 weeks	Branksome Bards		Midsummer Night's Dream	The Tempest	Macbeth	Romeo and Juliet
Week 1	Mon	22nd February	hook	theatre company to whole school £900.00 MB			
Week 2	Mon	29th February	29th /1st Inset 3rd March World Book Day	English	English	English	English
Week 3	Mon	7th March		Art	Science states of matter	Science properties and changes of materials	Art
Week 4	Mon	14th March			final day - all children come dressed as a character from their play and over the day photo dioramas taken within year groups using costumes , masks scenery		
Week 5	Mon	21st March (finish thurs)					

Community Curriculum			Events	Year 3	Year 4	Year 5	Year 6
Summer 1	7 weeks	Dorset Discovery		Treasure Island	Branksome go mad in Dorset	Coast with the most!	Corfe Castle
Week 1	Mon	11th April	hook	brownsea island trip	day trip to local tourist venue	a trip to lulworth cove - rocks	trip
Week 2	Mon	18th April		Geography	Geography	Geography	English
Week 3	Mon	25th April					Music
Week 4	Tues	3rd May	BH Mon	Art	Art	Art	Art
Week 5	Mon	9th May		English	English	English	DT
Week 6	Mon	16th May	outcome	sculpture trail in Y3 area	own books to library	poster how to stay safe on the coast	film
Week 7	Mon	23rd May		Science Week - Afternoons are science based investigations - working scientifically			
Summer 2	6.5 weeks	extreme survival		Into the Forest	Into the wild - an ants eye view	Swallows and Amazons	Kensukes Kingdom
Week 1		6th June	hook	marwell zoo trip	ants film	carey's camp residential?	rockley park residential
Week 2		13th June		Science	Science - living things and their habitat	Art	Art
Week 3		20th June				Geography	
Week 4		27th June		DT	DT	English	MFL
Week 5		4th July	outcome	Art	Art	DT	Science
Week 6		11th July	Olympics 2016 whole school transition project to include sports day - compete as countries rather than houses 7 final half day - leavers assembly				
Week 7		18th July					

STEP TWO – YEAR GROUP OVERVIEW OF OBJECTIVES TO BE COVERED – YEAR THREE

<p>D&T</p> <p>DT1- I can prove that my design meets some set criteria. DT2- I can follow a step-by-step plan, choosing the right equipment and materials. DT3- I can design a product and make sure that it looks attractive. DT4-I can choose a textile for both its suitability and its appearance. DT5-I can select the most appropriate tools and techniques for a given task. DT6-I can make a product which uses both electrical and mechanical components. DT7-I can work accurately to measure, make cuts and make holes. DT8-I can describe how food ingredients come together.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>History</p> <p>H1- I can describe events from the past using dates when things happened. H2- I can use a timeline within a specific period of history to set out the order that things may have happened. H3- I can use my mathematical knowledge to work out how long ago events happened. H4- I can explain some of the times when Britain has been invaded. H5- I can use research skills to find answers to specific historical questions. H6-I can research in order to find similarities and differences between two or more periods of history.</p>	<p>W</p> <p>M</p> <p>E</p> <p>Music</p> <p>M1- I can sing a tune with expression. M2- I can play clear notes on instruments. M3- I can use different elements in my composition. M4- I can create repeated patterns with different instruments. M5- I can compose melodies and songs. M6- I can create accompaniments for tunes. M7- I can combine different sounds to create a specific mood or feeling. M8- I can use musical words to describe a piece of music and compositions. M9- I can use musical words to describe what I like and do not like about a piece of music. M10-I can recognise the work of at least one famous composer. M11-I can improve my work; explaining how it has been improved.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Maths</p> <p>M1- I can compare lengths using m, cm & mm. M2- I can compare mass using kg & g. M3- I can compare volume/capacity using l & ml. M4- I can measure lengths using m, cm & mm. M5- I can measure mass using kg & g. M6- I can measure volume/capacity using l & ml. Statistics M7- I can interpret and present data using bar charts, pictograms and tables. M8- I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables Geometry – properties of shapes M9-I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines. M10I can draw 2D shapes. M11I can make 3D shapes using modelling materials. M12I recognise 3D shapes in different orientations and describe them. M13I recognise that angles are a property of shape or a description of a turn. M14I can identify right angles. M15I recognise that two right angles make a half-turn & three make a three quarter turn. M16I can identify whether angles are greater than or less than a right angle</p>	<p>W</p> <p>M</p> <p>E</p>	<p>W</p> <p>M</p> <p>E</p>
<p>Geography</p> <p>G1- I can use the correct geographical words to describe a place. G2- I can use some basic Ordnance Survey map symbols. G3- I can use grid references on a map. G4- I can use an atlas by using the index to find places. G5- I can describe how volcanoes are created. G6- I can locate and name some of the world's most famous volcanoes. G7-I can describe how earthquakes are created. G8-I can name a number of countries in the northern hemisphere.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Art</p> <p>A1 -I can show facial expressions in my art. A2- I can use sketches to produce a final piece of art. A3- I can use different grades of pencil to shade and to show different tones and textures. A4-I can create a background using a wash. A5-I can use a range of brushes to create different effects in painting. A6-I can identify the techniques used by different artists. A7-I can use digital images and combine with other media in my art. A8-I can use IT to create art which includes my own work and that of others. A9- I can compare the work of different artists. A10-I recognise when art is from different cultures. A11-I recognise when art is from different historical periods</p>	<p>W</p> <p>M</p> <p>E</p> <p>Science</p> <p>Plants</p> <p>SP1 - I can describe the function of different parts of flowing plants and trees. SP2-I can explore and describe the needs of different plants for survival. SP3-I can explore and describe how water is transported within plants. SP4- I can describe the plant life cycle, especially the importance of flowers. SP5- I can name a variety of common wild and garden plants.</p> <p>Animals inc humans</p> <p>SA1 - I can explain the importance of a nutritious, balanced diet. SA2- I can explain how nutrients, water and oxygen are transported within animals and humans. SA3- I can describe and explain the skeletal system of a human. SA4- I can describe and explain the muscular system of a human. SA5- I can describe the purpose of the skeleton in humans and animalsI can name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Science</p> <p>Rocks</p> <p>SR1 -I can compare and group rocks based on their appearance and physical properties, giving a reason. SR2 - I can describe how fossils are formed. SR3 - I can describe how soil is made. SR4 - I can describe and explain the difference between sedimentary and igneous rock. I can observe and comment on changes in the seasons.</p> <p>Light</p> <p>SL1- I can describe what dark is (the absence of light). SL2- I can explain that light is needed in order to see. SL3- I can explain that light is reflected from a surface. SL4- I can explain and demonstrate how a shadow is formed. SL5- I can explore shadow size and explain. SL6- I can explain the danger of direct sunlight and describe how to keep protected.</p> <p>Forces and magnets</p> <p>SF1- I can explore and describe how objects move on different surfaces. SF2- I can explain how some forces require contact and some do not, giving examples. SF3- I can explore and explain how objects attract and repel in relation to objects and other magnets. SF4- I can predict whether objects will be magnetic and carry out an enquiry to test this out. SF5- I can describe how magnets work. SF6- I can predict whether magnets will attract or repel and give a reason</p>	<p>W</p> <p>M</p> <p>E</p>	<p>W</p> <p>M</p> <p>E</p>
<p>Science</p> <p>Plants</p> <p>SP1 - I can describe the function of different parts of flowing plants and trees. SP2-I can explore and describe the needs of different plants for survival. SP3-I can explore and describe how water is transported within plants. SP4- I can describe the plant life cycle, especially the importance of flowers. SP5- I can name a variety of common wild and garden plants.</p> <p>Animals inc humans</p> <p>SA1 - I can explain the importance of a nutritious, balanced diet. SA2- I can explain how nutrients, water and oxygen are transported within animals and humans. SA3- I can describe and explain the skeletal system of a human. SA4- I can describe and explain the muscular system of a human. SA5- I can describe the purpose of the skeleton in humans and animalsI can name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Science</p> <p>Rocks</p> <p>SR1 -I can compare and group rocks based on their appearance and physical properties, giving a reason. SR2 - I can describe how fossils are formed. SR3 - I can describe how soil is made. SR4 - I can describe and explain the difference between sedimentary and igneous rock. I can observe and comment on changes in the seasons.</p> <p>Light</p> <p>SL1- I can describe what dark is (the absence of light). SL2- I can explain that light is needed in order to see. SL3- I can explain that light is reflected from a surface. SL4- I can explain and demonstrate how a shadow is formed. SL5- I can explore shadow size and explain. SL6- I can explain the danger of direct sunlight and describe how to keep protected.</p> <p>Forces and magnets</p> <p>SF1- I can explore and describe how objects move on different surfaces. SF2- I can explain how some forces require contact and some do not, giving examples. SF3- I can explore and explain how objects attract and repel in relation to objects and other magnets. SF4- I can predict whether objects will be magnetic and carry out an enquiry to test this out. SF5- I can describe how magnets work. SF6- I can predict whether magnets will attract or repel and give a reason</p>	<p>W</p> <p>M</p> <p>E</p> <p>Science</p> <p>Working scientifically</p> <p>SWS 1 - I can ask relevant scientific questions. SW2- I can use observations and knowledge to answer scientific questions. SW3-I can set up a simple enquiry to explore a scientific question. SW4- I can set up a test to compare two things. SW5- I can set up a fair test and explain why it is fair. SW6- I can make careful and accurate observations, including the use of standard units. SW7-I can use equipment, including thermometers and data loggers to make measurements. SW8-I can gather, record, classify and present data in different ways to answer scientific questions. SW9-I can use diagrams, keys, bar charts and tables; using scientific language. SW10-I can use findings to report in different ways, including oral and written explanations, presentation. SW11-I can draw conclusions and suggest improvements. SW12-I an make a prediction with a reason.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Working scientifically</p> <p>SWS 1 - I can ask relevant scientific questions. SW2- I can use observations and knowledge to answer scientific questions. SW3-I can set up a simple enquiry to explore a scientific question. SW4- I can set up a test to compare two things. SW5- I can set up a fair test and explain why it is fair. SW6- I can make careful and accurate observations, including the use of standard units. SW7-I can use equipment, including thermometers and data loggers to make measurements. SW8-I can gather, record, classify and present data in different ways to answer scientific questions. SW9-I can use diagrams, keys, bar charts and tables; using scientific language. SW10-I can use findings to report in different ways, including oral and written explanations, presentation. SW11-I can draw conclusions and suggest improvements. SW12-I an make a prediction with a reason.</p>	<p>Ongoing throughout</p>	<p>W</p> <p>M</p> <p>E</p>

STEP TWO – YEAR GROUP OVERVIEW OF OBJECTIVES TO BE COVERED – YEAR FOUR

<p>D&T</p> <p>DT1- I can use ideas from other people when I am designing. DT2- I can produce a plan and explain it. DT3- I can evaluate and suggest improvements for my designs. DT4- I can evaluate products for both their purpose and appearance. DT5- I can explain how I have improved my original design. DT6- I can present a product in an interesting way. DT7- I can measure accurately. DT8- I can persevere and adapt my work when my original ideas do not work. DT9- I know how to be both hygienic and safe when using food.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>History</p> <p>H1- I can plot events on a timeline using centuries. H2- I can use my mathematical skills to round up time differences into centuries and decades. H3- I can explain how the lives of wealthy people were different from the lives of poorer people. H4- I can explain how historic items and artefacts can be used to help build up a picture of life in the past. H5- I can explain how an event from the past has shaped our life today. H6- I can research two versions of an event and explain how they differ. H7- I can research what it was like for children in a given period of history and present my findings to an audience.</p>		<p>W</p> <p>M</p> <p>E</p>	<p>Music</p> <p>M1- I can perform a simple part rhythmically. M2- I can sing songs from memory with accurate pitch. M3- I can improvise using repeated patterns. M4- I can use notation to record and interpret sequences of pitches. M5- I can use notation to record compositions in a small group or on my own. M6- I can explain why silence is often needed in music and explain what effect it has. M7- I can identify the character in a piece of music. M8- I can identify and describe the different purposes of music. M9- I can begin to identify the style of work of Beethoven, Mozart and Elgar.</p>		<p>W</p> <p>M</p> <p>E</p>
<p>Geography</p> <p>G1- I can carry out research to discover features of villages, towns or cities. G2- I can plan a journey to a place in England. G3- I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). G4- I can explain why people may be attracted to live in cities. G5- I can explain why people may choose to live in one place rather than another. G6- I can locate the Tropic of Cancer and Tropic of Capricorn. G7- I can explain the difference between the British Isles, Great Britain and the United Kingdom. G8- I know the countries that make up the European Union. G9- I can find at least six cities in the UK on a map. G10- I can name and locate some of the main islands that surround the United Kingdom. G11- I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Art</p> <p>A1 - I can show facial expressions and body language in sketches and paintings. A2- I can use marks and lines to show texture in my art. A3- I can use line, tone, shape and colour to represent figure and forms in movement. A4- I can show reflections in my art. A5- I can print onto different materials using at least four colours. A6- I can sculpt clay and other mouldable materials. A7- I can integrate my digital images into my art. A8- I can experiment with the styles used by other artists. A9- I can explain some of the features of art from historical periods.</p>		<p>W</p> <p>M</p> <p>E</p>	<p>Maths</p> <p>M1- I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes. M2- I can identify lines of symmetry in 2D shapes presented in different orientations. M3- I can complete a simple symmetric figure with respect to a specific line of symmetry. M4- I can identify acute and obtuse angles and compare and order angles up to two right angles by size. M5- I can describe movements between positions as translations of a given unit to the left/right and up/down. M6- I can describe positions on a 2D grid as coordinates in the first quadrant. M7- I can plot specified points and draw sides to complete a given polygon. M8- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. M9- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. M10- I can compare different measures, including money in £ and p. M11- I can estimate different measures, including money in £ and p. M12- I can calculate different measures. Including money in £ and p. M13- I can convert between different units of measurements M14- I can measure and calculate the perimeter of a rectilinear figure in cm and m. M15- I can find the area of rectilinear shapes by counting squares. M16- I can calculate different measures</p>	<p>W</p> <p>M</p> <p>E</p>	
<p>Science</p> <p>Living things and their habitats</p> <p>SP1- I can group living things in different ways. Sp2- I can use classification keys to group, identify and name living things. SP3- I can create classification keys to group, identify and name living things (for others to use). SP4- I can describe how changes to an environment could endanger living things.</p> <p>Animals, including humans</p> <p>SA1- I can identify and name the parts of the human digestive system. SA2- I can describe the functions of the organs in the human digestive system. SA3- I can identify and describe the different types of teeth in humans. SA4- I can describe the functions of different human teeth. SA5- I can use food chains to identify producers, predators and prey. SA6- I can construct food chains to identify producers, predators and prey.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Science</p> <p>Sound</p> <p>SS1- I can describe how sound is made. SS2- I can explain how sound travels from a source to our ears. SS3- I can explain the place of vibration in hearing. SS4- I can explore the correlation between pitch and the object producing a sound. SS5- I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it. SS6- I can describe what happens to a sound as it travels away from its source.</p> <p>Electricity</p> <p>SE1- I can identify and name appliances that require electricity to function. SE2- I can construct a series circuit. SE3- I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). SE4- I can draw a circuit diagram. SE5- I can predict and test whether a lamp will light within a circuit. SE6- I can describe the function of a switch in a circuit. SE7- I can describe the difference between a conductor and insulators; giving examples of each.</p> <p>States of matter</p> <p>SM1- I can group materials based on their state of matter (solid, liquid, gas). SM2- I can describe how some materials can change state. SM3- I can explore how materials change state. SM4- I can measure the temperature at which materials change state. SM5- I can describe the water cycle. SM6- I can explain the part played by evaporation and condensation in the water cycle</p>		<p>W</p> <p>M</p> <p>E</p>	<p>Science</p> <p>Working scientifically</p> <p>SWS 1 - I can ask relevant scientific questions. SW2- I can use observations and knowledge to answer scientific questions. SW3- I can set up a simple enquiry to explore a scientific question. SW4- I can set up a test to compare two things. SW5- I can set up a fair test and explain why it is fair. SW6- I can make careful and accurate observations, including the use of standard units. SW7- I can use equipment, including thermometers and data loggers to make measurements. SW8- I can gather, record, classify and present data in different ways to answer scientific questions. SW9- I can use diagrams, keys, bar charts and tables; using scientific language. SW10- I can use findings to report in different ways, including oral and written explanations, presentation. SW11- I can draw conclusions and suggest improvements. SW12- I can make a prediction with a reason.</p>	<p>On- goin g thro ugh out</p>	

STEP TWO – YEAR GROUP OVERVIEW OF OBJECTIVES TO BE COVERED – YEAR FIVE

<p>D&T</p> <p>DT1-I can come up with a range of ideas after collecting information from different sources. DT2-I can produce a detailed, step-by-step plan. DT3-I can suggest alternative plans; outlining the positive features and draw backs. DT4-I can explain how a product will appeal to a specific audience. DT5-I can evaluate appearance and function against original criteria. DT6-I can use a range of tools and equipment competently. DT7-I can make a prototype before make a final version. DT8-I show that I can be both hygienic and safe in the kitchen.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>History</p> <p>H1 -I can draw a timeline with different historical periods showing key historical events or lives of significant people. H2-I can compare two or more historical periods; explaining things which changed and things which stayed the same. H3-I can explain how Parliament affects decision making in England. H4-I can explain how our locality has changed over time. H5-I can test out a hypothesis in order to answer questions. H6-I can describe how crime and punishment has changed over a period of time.</p>		<p>W</p> <p>M</p> <p>E</p>	<p>Music</p> <p>M1- I can maintain my part whilst others are performing their part. M2-I can improvise within a group using melodic and rhythmic phrases. M3-I can change sounds or organise them differently to change the effect. M4-I can compose music which meets specific criteria. M5-I can use notation to record groups of pitches (chords). M6-I can use my music diary to record aspects of the composition process. M7-I can choose the most appropriate tempo for a piece of music. M8-I can describe, compare and evaluate music using musical vocabulary. M9- I can explain why I think music is successful or unsuccessful. M10 I can suggest improvement to my own work and that of others. M11 I can contrast the work of a famous composer and explain my preferences</p>	<p>W</p> <p>M</p> <p>E</p>
<p>Geography</p> <p>G1- I can plan a journey to a place in another part of the world, taking account of distance and time. G2- I can explain why many cities are situated on or close to rivers. G3-I can explain why people are attracted to live by rivers. G4-I can explain the course of a river. G5-I can name and locate many of the world's most famous rivers in an atlas. G6-I can name and locate many of the world's most famous mountainous regions in an atlas. G7-I can explain how a location fits into its wider geographical location with reference to human and economical features.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Art</p> <p>A1 - I can identify and draw objects and use marks and lines to produce texture. A2-I can successfully use shading to create mood and feeling. A3-I can organise line, tone, shape and colour to represent figures and forms in movement. A4-I can use shading to create mood and feeling. A5-I can express emotion in my art. A6-I can create an accurate print design following criteria. A7-I can use images which I have created, scanned and found; altering them where necessary to create art. A8-I can research the work of an artist and use their work to replicate a style.</p>	<p>Maths</p> <p>M1-I can measure and calculate the perimeter of composite rectilinear shapes in cm and m. M2-I can calculate and compare the area of rectangles (incl squares), and including using standard units (cm² and m²) to estimate the area of irregular shapes. M3-I can estimate volume and capacity. M4-I can use all four operations to solve problems involving money using decimal notation, including scaling. M5-I can use the properties of rectangles to deduce related facts and find missing lengths and angles. M6-I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles. M7- can identify 3D shapes, including cubes and other cuboids, from 2D representations. M8-I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. M9-I can complete, read and interpret information in tables, including timetables. M10-I can solve comparison, sum and difference problems using information presented in a line graph.</p>	<p>W</p> <p>M</p> <p>E</p>		
<p>Science</p> <p>Living things and their habitats</p> <p>SP1-I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird. SP2-I can describe the differences between different life cycles. SP3-I can describe the process of reproduction in plants. SP4-I can describe the process of reproduction in animals.</p> <p>Animals, including humans</p> <p>SA1- I can create a timeline to indicate stages of growth in humans.</p> <p>Earth and space</p> <p>SE1- I can describe and explain the movement of the Earth and other planets relative to the Sun. SE2- I can describe and explain the movement of the Moon relative to the Earth. SE3- I can explain and demonstrate how night and day are created. SE4- I can describe the Sun, Earth and Moon (using the term spherical).</p> <p>Forces</p> <p>SF1- I can explain what gravity is and its impact on our lives. SF2- I can identify and explain the effect of air resistance. SF3- I can identify and explain the effect of water resistance. SF4- I can identify and explain the effect of friction. SF5- I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Science</p> <p>Properties and changes of materials</p> <p>SM1- I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). SM2- I can describe how a material dissolves to form a solution; explaining the process of dissolving. SM3- I can describe and show how to recover a substance from a solution. SM4- I can describe how some materials can be separated. SM5- I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating). SM6- I know and can demonstrate that some changes are reversible and some are not. SM7- I can explain how some changes result in the formation of a new material and that this is usually irreversible. SM8- I can discuss reversible and irreversible changes. SM9- I can give evidenced reasons why materials should be used for specific purposes.</p>	<p>Science</p> <p>Working scientifically</p> <p>SW1-I can plan different types of scientific enquiry. SW2- I can control variables in an enquiry. SW3- I can measure accurate and precisely using a range of equipment. SW4- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. SW5- I can use the outcome of test results to make predictions and set up a further comparative fair test. SW6-I can report findings from enquiries in a range of ways. SW7-I can explain a conclusion from an enquiry. SW8- I can explain causal relationships in an enquiry. SW9- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. SW10 Read, spell and pronounce scientific vocabulary accurately.</p>	<p>On- goin g thru gh out</p>		

STEP TWO – YEAR GROUP OVERVIEW OF OBJECTIVES TO BE COVERED – YEAR SIX

<p>D&T</p> <p>DT1- I can use market research to inform my plans and ideas. DT2- I can follow and refine my plans. DT3- I can justify my plans in a convincing way. DT4- I can show that I consider culture and society in my plans and designs. DT5- I show that I can test and evaluate my products. DT6- I can explain how products should be stored and give reasons. DT7- I can work within a budget. DT8- I can evaluate my product against clear criteria.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>History</p> <p>H1 - I can place features of historical events and people from the past societies and periods in a chronological framework. H2- I can summarise the main events from a period of history, explaining the order of events and what happened. H3- I can summarise how Britain has had a major influence on the world. H4- I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). H5- I can identify and explain differences, similarities and changes between different periods of history. H6- I can identify and explain propaganda. H7- I can describe a key event from Britain's past using a range of evidence from different sources. H8- I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Music</p> <p>M1- I can sing in harmony confidently and accurately. M2- I can perform parts from memory. M3- I can take the lead in a performance. M4- I can use a variety of different musical devices in my composition (including melody, rhythms and chords). M5- I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. M6- I can analyse features within different pieces of music. M7- I can compare and contrast the impact that different composers from different times have had on people of that time</p>	<p>W</p> <p>M</p> <p>E</p>
<p>Geography</p> <p>G1- I can use Ordnance Survey symbols and 6 figure grid references. G2- I can answer questions by using a map. G3- I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. G4- I can describe how some places are similar and dissimilar in relation to their human and physical features. G5- I can name the largest desert in the world and locate desert regions in an atlas. G6- I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. G7- I can explain how time zones work and calculate time differences around the world.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Art</p> <p>A1 - I can explain why I have used different tools to create art. A2- I can explain why I have chosen specific techniques to create my art. A3- I can explain the style of my work and how it has been influenced by a famous artist. A4- I can over print to create different patterns. A5- I can use feedback to make amendments and improvement to my art. A6- I can use a range of e-resources to create art.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Maths</p> <p>M1- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. M2- I can compare and classify geometric shapes based on the properties and sizes. M3- I can describe simple 3D shapes. M4- I can draw 2D shapes given dimensions and angles. M5- I recognise and build simple 3D shapes, including making nets. M6- I can find unknown angles in any triangles, quadrilaterals and regular polygons. M7- I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. M8- I can illustrate and name parts of circles, including radius, diameter and circumference. M9- I know the diameter is twice the radius. M10- I can draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes. M11- I can describe positions on the full co-ordinate grid (all four quadrants). M12- I can interpret and construct pie charts and line graphs and use these to solve problems M13- I can calculate and interpret the mean as an average.</p>	<p>W</p> <p>M</p> <p>E</p>
<p>Science</p> <p>Living things and their habitats</p> <p>SP1- I can classify living things into broad groups according to observable characteristics and based on similarities & differences. SP2- I can describe how living things have been classified. SP3- I can give reasons for classifying plants and animals in a specific way.</p> <p>Animals, including humans</p> <p>SA1- I can identify and name the main parts of the human circulatory system. SA2- I can describe the function of the heart, blood vessels and blood. SA3- I can discuss the impact of diet, exercise, drugs and life style on health. SA4- I can describe the ways in which nutrients and water are transported in animals, including humans.</p> <p>Evolution and inheritance</p> <p>SEV1- I can describe how the earth and living things have changed over time. SEV2- I can explain how fossils can be used to find out about the past. SEV3- I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). SEV4- I can explain how animals and plants are adapted to suit their environment. SEV5- I can link adaptation over time to evolution. I can explain evolution.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Science</p> <p>Light</p> <p>SL1- I can explain how light travels. SL2- I can explain and demonstrate how we see objects. SL3- I can explain why shadows have the same shape as the object that casts them. SL4- I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p> <p>Electricity</p> <p>SE1- I can explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. SE2- I can compare and give reasons for why components work and do not work in a circuit. SE3- I can draw circuit diagrams using correct symbols.</p>	<p>W</p> <p>M</p> <p>E</p>	<p>Science</p> <p>Working scientifically</p> <p>SW1- I can plan different types of scientific enquiry. SW2- I can control variables in an enquiry. SW3- I can measure accurately and precisely using a range of equipment. SW4- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. SW5- I can use the outcome of test results to make predictions and set up a further comparative fair test. SW6- I can report findings from enquiries in a range of ways. SW7- I can explain a conclusion from an enquiry. SW8- I can explain causal relationships in an enquiry. SW9- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. SW10- I can read, spell and pronounce scientific vocabulary accurately.</p>	<p>On- goin g thro ugh out</p>

STEP THREE – MEDIUM TERM PLAN OF CSI LEARNING TO SHARE

Autumn One

Year 3



Inspirational
Italy!

Literacy	
What do we want the children to learn?	What learning opportunities will we provide?

Art	
What do we want the children to learn?	What learning opportunities will we provide?



Our Hook into learning is

Geography	
What do we want the children to learn?	What learning opportunities will we provide?

Design & Technology inc food tech	
What do we want the children to learn?	What learning opportunities will we provide?

What do we want the children to learn?	What learning opportunities will we provide?

Maths	
What do we want the children to learn?	What learning opportunities will we provide?

Home Learning

Where is Italy on a map?
Try and make your own Pizza at home

FINISH

Whole school exposition – Welcome to Italy display in hall, pizza sale .