

DT – Design and Create a space exploration craft

	I can use research to design my model and generate my projected outcome.	
	I can evaluate and alter my work as it progresses to improve it.	
	I can start to evaluate a product against the original design specification	

DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
 DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately
 DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
 DT2/1.3a investigate and analyse a range of existing products
 DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Music – BBC Ten Pieces: History of Music

	I can listen to the environment around me and describe what I hear. I can identify different moods and textures.	
	I can create musical motifs both rhythmically and freely using the environment as stimulus	
	I can perform as an ensemble	

Mu2/1.4 use and understand staff and other musical notations
 Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
 Mu2/1.6 develop an understanding of the history of music.

Computing – Website Design!

	I can identify what types of digital content can be used in websites.	
	I can create my own website from scratch	
	I can test, review and make changes to my website as they are needed.	

Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
 Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
 Co2/1.6 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.
 Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Science – Forces

Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
 Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision

	To be able to plan a fair-test; identifying the control variables.	
	I can identify scientific evidence that has been used to support or refute ideas or arguments.	
	I can evaluate a test and plan for next steps	

Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
 Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces
 Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Geography – Water Cycle and Coasts

	I can understand the water cycle, creating simple models of it.	
	I can Explore and discuss coastal features	
	I can evaluate the impact of coastal erosion.	

Ge2/1.3a describe and understand key aspects of physical geography, including: rivers, the water cycle
 Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Term 3

Water Water Everywhere!