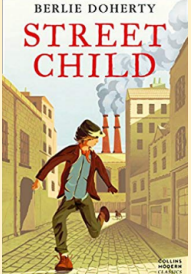

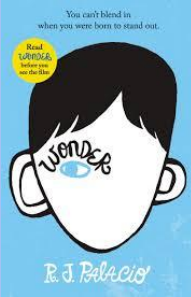
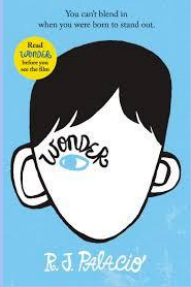
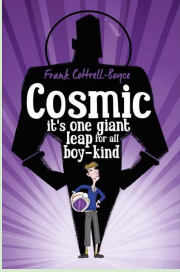



**Curriculum Framework - Year 5**

Autumn Term Global theme(s): Social Justice and Equity		Spring Term Global theme(s): Identity and Diversity		Summer Term Global theme(s): Globalisation, Power and Governance				
Autumn 1 Poverty Homelessness Victorians	Autumn 2 Poverty Homelessness Victorians	Spring 1 Discrimination	Spring 2 Stereotypes	Summer 1 Globalisation and Interdependence	Summer 2 Power and Governance			
<p align="center"><b>Core text</b> Street Child</p>  <p align="center"><b>Core text</b> A Christmas Carol</p> 	<p align="center"><b>Core text</b> Wonder</p>  <p align="center"><b>Core text</b> Wonder</p> 	<p align="center"><b>Core text</b> Cosmic</p>  <p align="center"><b>Core text</b> Accidental Prime Minister</p> 	<p>- Links to understanding of homelessness and People's kitchen project at harvest. Volunteer work.</p>	<p>-Victorian coverage. Comparisons of class and social structures across eras.</p>	<p>-Complimented by PSHE coverage of inequalities - tackling views of sexism, racism, disability discrimination.</p>	<p>-Tackling stereotypes relating to ageism. -Freedom of self expression.</p>	<p>(Alongside Virgin Money Project) -Global space race -How has technology affected our lives? - Entrepreneurship, finance and budgeting.</p>	<p>-Create a green paper bill to enact change in school. - Structuring of monarchy/ government over time.</p>
<p><b>School Value Outcomes</b> Resilience - to understand how to overcome personal challenges in the face of adversity and difficult circumstances.</p>	<p><b>School Values Outcomes</b> Kindness - to show care and consideration to others less fortunate through our homeless project</p>	<p><b>School Values Outcomes</b> Respect - to understand the importance of treating other people fairly.</p>	<p><b>School Values Outcomes</b> Bravery - To understand how people can overcome challenges and face their fears to achieve success.</p>	<p><b>School Values Outcomes</b> Collaboration - Working together to achieve a common goal and utilising individual skill sets.</p>	<p><b>School Values Outcomes</b> Responsibility - To understand the importance of making fair and responsible decisions to create meaningful change.</p>			

<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>To understand some causes and effects of poverty and inequality at local and national levels.</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>To recognise wider causes and effects of poverty, inequality and exclusion.</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>To recognise the nature of prejudice.</p> <p>To understand diversity of cultures and societies within and beyond their own experience.</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>To understand the impacts of stereotyping, prejudice and discrimination and how to challenge these.</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>Understand global connections between people and countries through trade and communication.</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>To know the basics of how our own country and region is governed.</p> <p>To understand basic national, regional and global governance structures and differences between countries.</p>
<p><b>Writing outcomes</b></p> <p>Newspaper report about Jim's escape from the Workhouse.</p> <p>Non chronological report about Victorian Workhouses.</p> <p>Fact file about Thomas Barnardo.</p>	<p><b>Writing outcomes</b></p> <p>Ghost narrative based on 'A Christmas Carol' and redemption.</p> <p>Persuasive letter about the importance of donating to food banks.</p>	<p><b>Writing outcomes</b></p> <p>Series of letters using both formal and informal tone.</p> <p>Diary entries from the perspective of different characters.</p>	<p><b>Writing outcomes</b></p> <p>Playscript in preparation for a drama performance.</p>	<p><b>Writing outcomes</b></p> <p>Create own narrative using sci-fi genre-specific theme.</p> <p>Balanced argument about the moon landing (real or fake?).</p> <p>Write a setting description for a fictional planet.</p>	<p><b>Writing outcomes</b></p> <p>Create a bill for a green paper.</p> <p>Write letters to persuade.</p>
<p><b>Curriculum Overview</b></p> <p>Children will use extracts from 'Street Child' to recognise how poverty/homelessness has changed over time and how society has tackled it. Concentrate on the establishment of Victorian workhouses.</p> <p>Children will compare these experiences with homelessness in the modern era and consider how social injustices are managed by the government. There will be additional comparisons with rich and poor through the study of A Christmas Carol.</p> <p>Children will consider the reasons modern families might experience financial hardship and the difficulty they might have budgeting on a low income.</p> <p>Children will look to become agents of change by</p>		<p><b>Curriculum Overview</b></p> <p>Children will consider how appearance can form judgements of a person and consider if this is fair. Our key text 'Wonder' will help children to examine the themes of discrimination, stereotyping and the importance of not judging somebody by their appearance. The children will be supported to consider the different perspectives of the characters in the text and why they might have formed their views.</p> <p>Our learning will be supported during PSHE sessions when we will research the culture and traditions of people in other countries. We will discuss the value of celebrating our differences and the need for equality, regardless of gender, physical disability or ethnicity.</p> <p>Children will also consider stereotypes of older</p>		<p><b>Curriculum Overview</b></p> <p>Children consider how the space race between Russia/America led to competition in technological advancement. Through the novel 'Cosmic', children explore the sci-fi genre and features of this writing. They use this focus to consider evidence of the moon landing and create an expedition report from a fictional planet.</p> <p>This knowledge is supported by the content taught in the Science 'Earth and Space' topic.</p> <p>Children begin to look at how the UK government is formed over time and develop the understanding of how a bill is submitted to parliament through green and white papers before constructing their own parliamentary rally.</p> <p>The Virgin Money project develops individual</p>	

<p>promoting the support of local charities supporting the homeless including The People's kitchen in the run up to the Harvest period.</p>	<p>people in coverage of Animals including Humans in Science.</p>	<p>entrepreneurship and builds an understanding of budgeting through spreadsheets, online product research, manufacturing as a team and community cohesion.</p>
<p><b><u>Oxfam Curriculum Skills</u></b></p> <p><b><u>Empathy</u></b> Empathise with people in local and more distant contexts.</p> <p><b><u>Self Awareness and reflection</u></b> Explore reasons for negative feelings towards others and in new or difficult situations.</p> <p><b><u>Ability to manage complexity and uncertainty</u></b> Recognise when there may be no single right or wrong answer.</p> <p><b><u>Informed and reflective action</u></b> Contribute to the well-being of the wider community.</p>	<p><b><u>Oxfam Curriculum Skills</u></b></p> <p><b><u>Empathy</u></b> Adapt behaviour to take into account the feelings of others. Understand impacts of prejudice and discrimination.</p> <p><b><u>Self Awareness and reflection</u></b> Identify connections between personal decisions and issues affecting people locally and globally.</p> <p><b><u>Communication</u></b> Listen attentively, question and respond to others. Express own views and ideas on issues clearly, using a range of appropriate methods.</p>	<p><b><u>Oxfam Curriculum Skills</u></b></p> <p><b><u>Communication</u></b> Express own views and ideas on issues clearly, using a range of appropriate methods.</p> <p><b><u>Cooperation and conflict resolution</u></b> Work cooperatively to solve problems or achieve goals. Use knowledge of others' viewpoints to resolve problems and compromise.</p> <p><b><u>Ability to manage complexity and uncertainty</u></b> Recognise when there may be no single right or wrong answer.</p>
<p><b><u>Curriculum Drivers</u></b></p> <p><b><u>History</u></b> Concepts of oppression &amp; liberty, society, invasion and monarchy</p> <p><b>Key question- Why did Britain once rule the largest empire the world has ever seen?</b> Children will consider the rise and fall of the British Empire, the driving forces for the acquisition of new territories. Children will understand and challenge the view of some people at this time that the British were a 'superior race' and the role the Empire played in the prevalence of slavery in the colonies.</p> <p><b><u>Geography</u></b> <b>Key question- Why do so many people live in mega cities?</b> Children will consider the concept of a 'mega city'. Children explore some of the economic and social reasons why the population of cities' increase. They also compare and contrast the benefits and problems that can arise in urban areas as a result of housing people at such high densities.</p>	<p><b><u>Curriculum Drivers</u></b></p> <p><b><u>History</u></b> Concept of society</p> <p><b>Key question- Why did the ancient Maya change the way they live?</b> Children will consider the great achievements of Maya society. Throughout the enquiry, the emphasis is on children understanding not just what historians know about the ancient Maya, but, equally important, how they have come to know it.</p> <p><b><u>Geography- (Made in the North East week)</u></b> <b>Key question- Who are Britain's national parks for?</b> Children will learn where National Parks in the United Kingdom are located, the factors behind their distribution and their associated three purposes. As the investigation progresses, children focus on Southwest England and the two National Parks of Exmoor and Dartmoor. The investigation will then widens to provide a global perspective through an enquiry into National Parks in the United States and the Everglades in particular.</p>	<p><b><u>Curriculum Drivers</u></b></p> <p><b><u>History</u></b> Concepts of governance</p> <p><b>Key question- Who makes our rules and laws?</b></p> <p><b><u>Geography</u></b> <b>Key question- Why was it important to land on the moon?</b></p>

<p><b>Skills (Creative curriculum skills progression sheet)</b></p> <p><b><u>History Skills Progression</u></b></p> <p>-Explain their own point of view justifying this with a broad range of evidence.          -Adapt their ideas and viewpoints as new information arises.          -Organise a series of relevant historical information and check this for accuracy.</p> <p><b><u>Geography skills progression</u></b></p> <p>-Collect statistics about people and places          -Begin to use a range of graphs, including pie charts.          -Rank information found into order of importance          -Come to accurate conclusions using information          -Describe and begin to explain patterns and physical and human changes.          -Justify their own viewpoint or decision and use new information to adapt their own viewpoint.</p>	<p><b>Skills (Creative curriculum skills progression sheet)</b></p> <p><b><u>History Skills Progression</u></b></p> <p>-Use sources of evidence to deduce information about the past.          -Rank sources of information in order.          -Identify differences between different versions of the past.          -Identify changes across a period of time; using chronological links begin to identify causal factors in change.          -Describe the main changes in a period of history, from several perceptions, example political, cultural.</p> <p><b><u>Geography skills progression</u></b></p> <p>-Use and understand a range of simple scales          -Use an 8 point compass to follow/give directions.          -Recognise and use standard OS symbols.          -Identify and describe how the physical features affect the human activity within a location.          -Take careful measurements – e.g. rainfall, noise level, distance.          -Suggest suitable questions for a fieldwork study</p>	<p><b>Skills (Creative curriculum skills progression sheet)</b></p> <p><b><u>History Skills Progression</u></b></p> <p>-Give a balanced view of interpretations of the past using different points of view.          - Make conclusions with evidence as to the most likely version of events.</p> <p><b><u>Geography skills progression</u></b></p> <p>-Name and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.          - Name and locate a range of countries and cities around the world using a map.          -Name and locate the Equator, Northern Hemisphere, Southern Hemisphere.          -Describe some of the characteristics of these geographical areas.          -Begin to understand geographical patterns.</p>
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**Science**

<p><b><u>Properties and changes of materials</u></b></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity</p> <p>Use knowledge of solids, liquids and gases to decide how</p>	<p><b><u>Living things and their habitats</u></b></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p><b><u>Animals including humans</u></b></p> <p>Describe the changes as humans develop to old age.</p>	<p><b><u>SRE</u></b></p> <p>Changes to the human body during adolescence.</p> <p><b><u>Earth and Space</u></b></p> <p>Describe the movement of the Moon relative to the Earth.</p>	<p><b><u>Earth and Space</u></b></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p><b><u>Forces</u></b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p>
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<p>mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes and that some changes are irreversible.</p>			<p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p>		<p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>
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**RE**

<p><b><u>Christianity</u></b></p> <p>To investigate who films say God is</p> <p>To explore who music/ literature says God is</p> <p>To explore who art says God is</p> <p>To understand who the bible says God is from the Old Testament</p> <p>To understand who the bible says God is from the New Testament</p> <p>To learn what other people say about Jesus</p> <p>To learn what Jesus says about himself</p>	<p><b><u>Christianity</u></b></p> <p>Learn about aspects of festivals not already studied in detail, in particular Harvest and Epiphany.</p> <p><b><u>Christianity - Communities</u></b> Learn some of the variety in the Christian family globally.</p> <p><b><u>Christianity - Lifestyles</u></b> To think about their own beliefs and practices</p>	<p><b><u>Christianity</u></b></p> <p>Learn that Christians are encouraged to believe in the Trinity and that God is the Creator. Learn that because of such beliefs Christians are encouraged to care for the world in particular ways.</p> <p><b><u>Christianity Jesus</u></b> Learn about the effect Jesus has on people who follow him today.</p>	<p><b><u>Christianity</u></b></p> <p>Learn about the rite of passage.</p> <p><b><u>Christianity - Communities</u></b> Learn that Christians express their sense of belonging and being part of a community in many ways.</p> <p><b><u>Christianity - Lifestyles</u></b> Learn about Christian teaching that affects personal and social matters.</p> <p>Learn that the beliefs and practices of Christians shape how they think and act.</p>	<p><b><u>Islam</u></b></p> <p>Learn about Muslim worship in the mosque and the home.</p> <p><b><u>Islam - God and other beliefs</u></b></p> <p>Learn that Muslims believe that Allah is indivisible, eternal and the creator, and cares for his creation.</p>	<p><b><u>Islam</u></b></p> <p>Learn about the important events in the lives of Ibrahim and Muhammad.</p>
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**PE**

<p><b><u>Multi-Skills (Invasion Games)</u></b></p> <p>Use a range of throwing techniques with increasing power and accuracy.</p> <p>Plan different approaches to attacking</p>	<p><b><u>(NUFC)</u></b></p> <p>Apply a broad range of skills to different situations.</p> <p>Apply skills actions and ideas with increasing coordination and control.</p>	<p><b><u>Dance</u></b></p> <p>Perform a range of jumps showing control.</p> <p>Show control, coordination in travel and balance.</p>	<p><b><u>Invasion games (Hockey)</u></b></p> <p>Successfully apply their skills and understanding to new challenges and environments.</p> <p><b><u>Gymnastics</u></b></p>	<p><b><u>Orienteering</u></b></p> <p>To plan a simple orienteering trial for others to complete. e.g. Using the local area.</p> <p>To read a wide variety of map symbols and use a</p>	<p><b><u>Athletics</u></b></p> <p>Throw a javelin from running start.</p> <p>Use toe and feel to spin and throw discus and shot putt.</p>
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<p>and defending.</p> <p>Work to keep or gain possession.</p> <p><b><u>Cross County</u></b> Change pace to run competitively over different distances.</p>	<p>Use physical and teamwork skills in a variety of different challenges</p>	<p>Show increasing clarity and fluency in movement.</p> <p>Make good use of creativity and imagination when creating sequences in dance or gymnastics.</p> <p>Use movement expressively to convey an idea, mood or feeling.</p> <p>Combine changes of shape, speed and level in sequence.</p> <p><b><u>Invasion games</u></b></p> <p>Show growing awareness of space in team games.</p>	<p>Perform a range of jumps showing control.</p> <p>Show increasing clarity and fluency in movement.</p> <p>Make good use of creativity and imagination when creating sequences in dance or gymnastics.</p> <p>Show a willingness to practice to develop and improve.</p>	<p>compass when following a given route.</p> <p><b><u>Fitness</u></b> (Staying healthy)</p> <p>To understand the importance of regular exercise in relation to a healthy lifestyle.</p> <p>To understand the role of a healthy balanced diet in keeping ourselves fit and healthy.</p>	<p>Choose the best pace to use in athletics or games.</p> <p><b><u>Games</u></b></p> <p>Use a range of fielding skills and throw with accuracy to hit a target.</p> <p>Choose the best pace to use in athletics or games.</p>
<p><b>Music</b></p>					
<p><b><u>Google Music Lab</u></b></p> <p>Refine their own work and evaluate the work of others.</p> <p>Suggest improvements to others work.</p> <p>Use imagination and confidence when composing.</p> <p>Combine several layers of sound with awareness of combined effect.</p> <p>Use changes in timbre, pitch and dynamic.</p>	<p><b><u>Christmas Carols</u></b></p> <p>Improvise melodic and rhythmic phrases as part of a group performance.</p> <p>Take part in two and three part harmonies. Have an awareness of how different parts fit together for effect.</p> <p><b><u>Christmas adverts</u></b></p> <p>Give reasons for a composer's tempo choice.</p> <p>Describe, compare and evaluate different kinds of music using an</p>	<p><b><u>Charanga- You've got a friend in me</u></b></p> <p>Show confidence when leading a group.</p> <p>Lead, take a solo or accompany.</p> <p>Know and use notation of pitch and beat.</p> <p>Follow written instructions, including notation when singing or playing.</p> <p>Play more complex instrumental parts using tuned instruments with confidence.</p>	<p><b><u>Soundscape of Space</u></b></p> <p><i>Gustav Holst- The Planet Suite</i></p> <p>Begin to identify the work of a small number of named composers.</p> <p>Consider differences in music from a given period and the modern day.</p> <p>Discern and distinguish layers of sound and understand their combined effect.</p> <p>Select reasons and justifications for</p>	<p><b><u>Advert jingles (Created for Virgin Money Project)</u></b></p> <p>Use imagination and confidence when composing.</p> <p>Combine several layers of sound with awareness of combined effect.</p> <p>Use changes in timbre, pitch and dynamic.</p> <p>Understand the use of silence in composition.</p>	<p><b><u>Political messages through music.</u></b></p> <p>Briefly explain the impact of a composer on a given time period.</p> <p>Recognise how different musical elements are combined expressively in many different types of music.</p>

	<p>appropriate and broad musical vocabulary.</p> <p>Analyse and compare features from a wide range of music.</p>	<p>Use chords to compose. Understand how many beats in a minim, crotchet etc and recognize their symbols.</p>	<p>opinions about a piece of music</p>		
<b>Computing</b>					
<p><b><u>Computer Science</u></b></p> <p>To understand cloud storage and develop chromebook skills.</p> <p>To 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</p> <p>Understand how the internet works including data packets, IP address, switch, router, DNS, cookies.</p> <p>Understand how an intranet works e.g. using an intranet in a supermarket</p>	<p><b><u>Information technology</u></b></p> <p>Select, use and combine a variety of software to create content that accomplish given goals</p> <p>Create a podcast using a cue prompter.</p> <p>Format text towards a specific purpose</p>	<p><b><u>Digital Literacy</u></b></p> <p>To create a VLOG surrounding e-safety using designated social media replicating software.</p> <p>To create a multimedia eBook</p> <p>To understand online dangers including phishing and malware and how to safeguard computer systems.</p> <p>Understand the importance of checking reliability of search information e.g. explore Safe Searching created by KidSMART</p> <p>Understand what spam is, the form it takes, and identify strategies for dealing with it</p>	<p><b><u>Computer Science</u></b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Design a computer game including scoring and/or timers using Scratch and Code Club</p> <p>Use conditional statements, loops,</p> <p>Create a game where sprites interact with each other</p> <p>Evaluate the effectiveness of games</p>	<p><b><u>Information Technology</u></b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>To use spreadsheets to calculate revenue, expenses and profit by writing formulas.</p> <p>To create a spreadsheet e.g. theme park spreadsheet and recognise terms e.g. cell, row, column, =SUM()</p> <p>Use word counts, bullets, numbering, text alignments</p> <p>To use online shopping tools to evaluate costing.</p> <p>To collaborate with peers by creating shared spreadsheets.</p>	<p><b><u>Digital Literacy</u></b></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>To identify how fake news can be created and understand that we should be discerning in evaluating digital content.</p> <p>Explore Google Digital Heroes and Google Interland to understand a range of online risks</p> <p>Know how to protect computers from digital threats such as viruses</p> <p>Explore how it feels to be cyber bullied, how cyber bullying is similar to or different to bullying, and learn strategies for handling cyber bullying if it arises</p>

			variables and broadcast messages		
<b>PSHE</b>					
<p>To share personal successes with the class and set further goals from those achievements.</p> <p>To consider responsibilities at school in different contexts e.g. The playground, the classroom.</p>	<p>To demonstrate a basic understanding of money concepts. e.g. Tax, interest, loan and debt</p>	<p>To recognise and challenges stereotypes.</p> <p>To describe the different cultural, ethnic and religious groups that make up the world.</p> <p>To understand the links between a healthy body and a healthy mind.</p>	<p>To understand the importance of good personal hygiene.</p> <p>To understand how relationships may change during adolescence.</p> <p><b>SRE</b></p>	<p>To understand reasons why the media may present information in different ways.</p>	<p>To understand that rules and laws differ in different parts of the world.</p>
<b>Art</b>					
<p>Further develop an understanding of the range of art, craft and design techniques used by artists/designers.</p> <p>Begin to master a range of art and design techniques using a range of materials.</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Use lines to represent movement.</p>	<p>Further develop an understanding of the range of art, craft and design techniques used by artists/designers.</p> <p>Begin to master a range of art and design techniques using a range of materials.</p> <p><u>Sculpture</u> Use tools to carve and add shapes, texture and pattern</p> <p>Combine visual and tactile qualities</p>	<p>Further develop an understanding of the range of art, craft and design techniques used by artists/designers.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Begin to master a range of art and design techniques using a range of materials.</p>	<p>Further develop an understanding of the range of art, craft and design techniques used by artists/designers.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Begin to master a range of art and design techniques using a range of materials.</p>	<p>Further develop an understanding of the range of art, craft and design techniques used by artists/designers.</p> <p>Begin to master a range of art and design techniques using a range of materials.</p>	<p>Further develop an understanding of the range of art, craft and design techniques used by artists/designers.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Begin to master a range of art and design techniques using a range of materials.</p> <p><u>Painting</u> Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours</p> <p>Use brush techniques and the qualities of paint to create texture.</p>



DT					
<p>Collect and use information to generate ideas</p> <p>Understand designs must meet a range of criteria and constraints</p> <p>Take user's views into account</p> <p>Understand how some properties can be used e.g. waterproof</p>	<p>Consider the way the product will be used</p> <p>Think ahead about the order of their work</p> <p>Produce step by step plans</p> <p>Make ongoing sketches and annotations</p>	<p>Increasingly model their ideas before making</p> <p>Measure accurately to centimetres and grams</p> <p>Combine materials for strength and to improve how the product looks</p> <p>Use permanent and temporary fastenings to join</p>	<p>Join with a greater range of techniques e.g. staples</p> <p>Strengthen joins and corners in a variety of ways</p> <p>Understand how wheels, axels, turning mechanisms, hinges and levers all work together</p>	<p>Add electricity to create motion or make light</p> <p>Combine materials for strength and to improve how the product looks</p> <p>Strengthen joins and corners in a variety of ways</p>	<p>Talk about what they like and dislike , giving reasons</p> <p>Develop their designs through their own reflection and the evaluation of others</p> <p>Carry out tests before making improvements</p> <p>Evaluate food by taste, texture, flavour etc</p>
<b>Visit</b>	<b>Visit</b>	<b>Visit</b>	<b>Visit</b>	<b>Visit</b>	<b>Visit</b>
			Centre for Life tbc		Virgin Money profit funded visit. (Children's choice dependent on profit)