



| | | |
|---|--|---|
| <p>SCIENCE Material World:</p> <p>In this topic, the children learn about materials and how they change. First they test properties of materials, before looking at how materials dissolve, what a solution is, and evaporation. Finally the children compare reversible and irreversible changes.</p> <p>Children will...</p> <ul style="list-style-type: none"> describe different ways to separate mixtures. use their ideas to explain dissolving and separation. explore reversible and irreversible changes. explain the difference between changes in materials. decide the best way to present their findings and evidence. plan comparative and fair tests, and collect accurate results. | | <p>ART Still Life</p> <p>Children will –</p> <ul style="list-style-type: none"> recognise different styles of painting when looking at still lives by a range of artists. produce a detailed sketch of a fish that shows a good use of line, pattern and tone. create a collograph of their fish study. produce a screen print with care, and through some evaluation, re-print in a range of colours, making effective judgements on a final choice. |
| <p>P.S.H.E. / R.S.E Me and My Relationships</p> <p>In this unit we will be looking at teamwork, communication and negotiation leading into what makes a positive healthy friendship, how to strengthen friendships and repair them as well as the importance of respecting others, even when they are very different from them for example, physically, in character, personality of background.</p> | <p>FRENCH Getting to Know You</p> <p>Children will</p> <ul style="list-style-type: none"> Recognise the differences between English and French future tenses. Name the accents on French alphabet letters. Substitute vocabulary to change a sentence. Orally make a short personal presentation. | <p>P.E. High Five Netball and Gymnastics</p> <p>Children will:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance perform routines using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. |

| | | |
|---|---|--|
| <p>R.E. Inspirational people in today's world</p> <ul style="list-style-type: none"> To say why a particular inspirational person inspires some people. To identify some of the values that Gandhi showed in his life. To retell the story of Archbishop Romero and suggest why the story might be important to believers today. To identify and describe inspiring people for myself. To reflect on my ideas about and experiences of forgiveness. To reflect thoughtfully what I have found inspiring about the people studied I can take part in a class project to attempt to make a difference to something I feel is unfair. | <p>GEOGRAPHY How is our Country Changing?</p> <p>In this unit, the children will find out about the regions of the United Kingdom, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area, writing a magazine article and working towards The Big Finish.</p> <p>All children can:</p> <ul style="list-style-type: none"> describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland name and locate some key topographical features of the UK locate where they live within the UK describe changes that have happened in their local area share their hopes for the future of the area. <p>Most children can:</p> <ul style="list-style-type: none"> describe how another region of the UK has changed over time understand that change is continual describe what their local area was like in the past understand that their local area will continue to change offer opinions on their local area at present and the changes underway use appropriate geographical vocabulary to describe change. <p>Some children can:</p> <ul style="list-style-type: none"> describe how several UK regions have changed over time explain some of the ways in which development can be sustainable understand that people hold differing views about change in their region. | |
|---|---|--|

| | | |
|--|--|--|
| <p>DESIGN AND TECHNOLOGY Soup (Mini Project – Using locally sourced produce)</p> <ul style="list-style-type: none"> to understand and apply the principles of a healthy and varied diet to prepare and cook a variety of dishes using a range of cooking techniques to understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed preparing and cooking a variety of dishes, including hot and cold meals, desserts, packed lunches, salads, etc. using a variety of cooking equipment: scales, knives, utensils, etc. growing and harvesting fruit and vegetables learning about food hygiene and safety, including getting their food preparation area ready, and clearing up afterwards learning about farming and agriculture learning about nutritional principles such as a balanced diet, five-a-day etc | <p>MUSIC</p> <p>Children will:</p> <ul style="list-style-type: none"> play and perform using voices and musical instruments. improvise and compose music. listen with attention to detail and recall sounds with increasing aural accuracy. develop an understanding of the history of music. | <p>COMPUTING Online Safety</p> <p>In this unit, children will learn about email safety with a focus on preventing and dealing with spam. They will consider the importance of strong passwords and learn how to create them. Children will build on their knowledge of plagiarism and fair use of people's work by learning how to write citations and references for websites they may use. They will scrutinise photographs that they see online and learn how easy it is to manipulate pictures and present them as reality.</p> |
|--|--|--|



| | | |
|---|--|--|
| <p>SCIENCE Forces:</p> <p>In this topic children learn about forces and machines. Starting with the force of gravity, they then study friction forces, including air and water resistance, before investigating how simple machines work.</p> <p>All children can...</p> <ul style="list-style-type: none"> • explain what makes objects fall to the Earth. • plan a fair test to find out how well different objects fall. • decide on new question to test as a result of their observations. • plan a fair test to investigate different types of friction and water resistance. make some detailed observations and present them clearly. <p>Most children can...</p> <ul style="list-style-type: none"> • come up with a sensible conclusion. • explain how levers, springs, pulleys and gears transmit force and motion. make some simple machines. • design and make a Rube Goldberg machine containing at least four different simple machines. <p>Some children can...</p> <ul style="list-style-type: none"> • identify sources of error in investigations. • identify investigations to undertake on various forms of friction. • design and make a Rube Goldberg machine containing at least six simple machines, including geared sections. | <p>ART Still Life (continued)</p> <p>Children will –</p> <ul style="list-style-type: none"> • recognise different styles of painting when looking at still lives by a range of artists. • produce a detailed sketch of a fish that shows a good use of line, pattern and tone. • create a collograph of their fish study. • produce a screen print with care, and through some evaluation, re-print in a range of colours, making effective judgements on a final choice. | |
| <p>P.S.H.E./R.S.E. Valuing Difference</p> <p>Through this unit children will be encouraged:</p> <ul style="list-style-type: none"> • To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves. • To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. • To recognise the importance of having compassion towards others. • To recognise the impact of bullying, including offline and online, and the consequences of hurtful behaviour. • To respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others)with taught strategies; how to report concerns and get support. • To recognise discrimination: what it means and how to challenge it. • To recognise the importance of respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. | <p>FRENCH All About Ourselves</p> <p>children will:</p> <ul style="list-style-type: none"> • name some parts of the body; • respond appropriately when asked a simple question; • give a simple description of their eyes and hair; • place the adjective correctly in a simple sentence; • use a small number of everyday verbs in simple dialogues; • make simple statements in the third person; • match emotion/health words with their pictures. • identify a dangerous spam email; • create multiple strong passwords for use across different platforms; • spot citations online; • alter a photograph. | <p>P.E. Gymnastics & Netball</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best |

| | |
|--|--|
| <p>R.E. Peace at Christmas time</p> <ul style="list-style-type: none"> • To know about and can understand the importance of peace within Christianity. • To describe the importance of the message of peace within Christianity. • To write a Christmas prayer that encompasses the idea of peace. • To understand and apply the Christian message of peace to my understanding of different stories. • To understand why Jesus is seen as the light of the world and what this means. | <p>HISTORY What impact did the Anglo Saxons have?</p> <p>In this unit, the children will explore the world of the Anglo-Saxons, and why they came to Britain.</p> <p>All children can:</p> <ul style="list-style-type: none"> • ask questions of the evidence • reach a conclusion at the end of an enquiry • understand where the Anglo-Saxons came from. <p>Most children can:</p> <ul style="list-style-type: none"> • ask clearly focused questions of the evidence • reach a conclusion based on the evidence they have before them • explain why the Anglo-Saxons came to Britain. <p>Some children can:</p> <ul style="list-style-type: none"> • realise that interpretations and reconstructions might only be partial views of Saxon England • understand that it is not always possible to reach a conclusion based on what we know • distinguish between 'push and pull' factors as a cause of migration. |
|--|--|

| | | |
|--|---|--|
| <p>DESIGN AND TECHNOLOGY Autumn Fair Games</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria • Generate and develop design criteria through annotated sketches <p>Make</p> <ul style="list-style-type: none"> • Select and use a wide range of tools and equipment to perform practical tasks • Select from construction material and components according to functional properties <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate against design criteria, consider how to make improvements <p>Technical knowledge</p> <ul style="list-style-type: none"> • Apply understanding of how to strengthen, stiffen and reinforce complex structures | <p>MUSIC</p> <p>Children will:</p> <ul style="list-style-type: none"> • play and perform using voices and musical instruments. • improvise and compose music. • listen with attention to detail and recall sounds with increasing aural accuracy. • develop an understanding of the history of music | <p>COMPUTING Scratch</p> <ul style="list-style-type: none"> • Use repetition and variables to create a scoring system • Design a numeracy game using variables, selection and repetition • Program the game you have designed using variables, selection and repetition • Use variables and inputs within Scratch |
|--|---|--|



| | | |
|--|---|---|
| <p>SCIENCE Earth and Space:</p> <p>In this topic, children learn about space. Starting with the Solar System, they look next at how ideas about space have changed over time, before finally exploring what causes us to experience night and day on Earth.</p> <p>All children can...</p> <ul style="list-style-type: none"> explain what the Solar System is. name the eight planets in the Solar System in order of their distance away from the Sun. <p>Most children can...</p> <ul style="list-style-type: none"> use mathematics accurately to make a model of our Solar System. describe the difference between the geocentric and heliocentric models of the Solar System. explain how people's ideas of the Solar System have changed over time. use secondary sources to research scientific ideas. <p>Some children can...</p> <ul style="list-style-type: none"> explain how the Moon orbits the Earth to cause a month. explain how the Earth's movement causes night and day. use simple models to explain how a month and day and night are caused. | | <p>ART LS. Lowery (Perspective Drawing)</p> <ul style="list-style-type: none"> to learn about great artists in history to learn some of the techniques for perspective drawing to create a sketch book to develop ideas to create a perspective street scene |
| <p>SEAL / P.S.H.E. Keeping Myself Safe</p> <p>Through this unit most children will know:</p> <ul style="list-style-type: none"> how to recognise that habits can have both positive and negative effects on a healthy lifestyle. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. how to predict, assess and manage risk in different situations. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. that personal behaviour can affect other people; to recognise and model respectful behaviour online. | <p>FRENCH That's Tasty</p> <p>Children will</p> <ul style="list-style-type: none"> listen to as respond to topic vocabulary answer questions orally using topic vocabulary write an answer in a sentence using a modelled sentence take part in a role play using the key phrases studied interpret a chart written in French write some words and phrases from memory | <p>P.E. Dance and Hockey</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best |
| <p>R.E. Religion and the individual</p> <ul style="list-style-type: none"> pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. they ask important questions about religions and beliefs, making links between their own and others' responses. pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. | <p>GEOGRAPHY Exploring a European Country</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> use maps to focus on countries, cities and regions in Europe be taught to understand a region of another European country be taught to understand some of the physical and human processes that shape a region extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. | |
| <p>DESIGN AND TECHNOLOGY Mechanisms</p> <p>Design</p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagram & prototypes, <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | <p>MUSIC</p> <ul style="list-style-type: none"> Play and perform using voices and musical instruments. Improvise and compose music. Listen with attention to detail and recall sounds with increasing aural accuracy. Develop an understanding of the history of music. | <p>COMPUTING HTML & CSS</p> <p>Through a range of projects, children are introduced to CSS classes. They use multiple CSS classes to style text and also learn how to use background images and free Google fonts in their projects. They will have an opportunity to write their own CSS. They will also edit and write CSS properties and selectors to make their own poster. Children will learn about HTML lists and CSS colours. Children are introduced to CSS classes. They use multiple CSS classes to style text and also learn how to use background images and free Google fonts in their projects.</p> <p>Children ...</p> <ul style="list-style-type: none"> Can use CAD tools to create simple 2D designs for projects Can use a mark-up language to create and style text and images for a webpage Can use graphical applications to manipulate bitmap and vector images |



| | | |
|---|--|---|
| <p>SCIENCE Animals including humans: In this topic children look at and describe the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans and learn about the changes experienced in puberty. All children can...</p> <ul style="list-style-type: none"> describe some of the changes that happen as children grow up into adults. give an explanation of what happens during pregnancy. describe how various mammals have different gestation periods. describe some of the changes that happen during puberty. <p>Most children can...</p> <ul style="list-style-type: none"> describe how our height changes as we get older. present scientific data accurately in a variety of ways and identify a pattern in it. describe some of the changes that happen as we reach old age. discuss some of the problems that old people face. explain some of the reasons why humans are living longer. <p>Some children can...</p> <ul style="list-style-type: none"> describe how various mammals have different gestation periods. describe some of the problems caused by humans living longer. interpret and identify patterns from scientific data. develop and create solutions for the problems associated with old | <p>ART LS. Lowery (Perspective Drawing)</p> <ul style="list-style-type: none"> to learn about great artists in history to learn some of the techniques for perspective drawing to create a sketch book to develop ideas to create a perspective street scene | |
| <p>P.S.H.E./R.S.E. Rights and Responsibilities</p> <p>Through this unit most children will be know:</p> <ul style="list-style-type: none"> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. about the relationship between rights and responsibilities. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). to value the different contributions that people and groups make to the community. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). to recognise that people make spending decisions based on priorities, needs and wants. | <p>FRENCH Family and Friends</p> <p>Children will</p> <ul style="list-style-type: none"> join in traditional songs and rhymes; recognise rhyming sounds; use 1st person possessive adjectives confidently and recognise that third person is different; introduce family members; say what sort of home they live in and name items inside; give a simple opinion about a named animal or object; construct a simple sentence about a variety of topics. | <p>P.E. Dance ad Hockey</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best |

| | |
|---|---|
| <p>R.E. Easter:</p> <ul style="list-style-type: none"> retell religious stories from the Easter festival. identify some religious practises that are shown at Easter. respond sensitively to the experiences, values and concerns of those who celebrate two of the festivals. describe some religious beliefs, practises and features connected with Easter. show understanding of how festivals contribute to a feeling of belonging. show an understanding of how beliefs and stories are important in the festival. ask questions about experiences of those who celebrate. | <p>HISTORY What was important to our local Victorians?</p> <p>In this unit, the children will investigate their local area during Victorian times. They will discover what remains from that period, and why that might be an issue today. If the immediate area contains little evidence of the Victorian period then you may need to go further afield. It is alternatively feasible to approach this unit looking at an alternative time period and making adaptations to suit your local area.</p> <p>All children can:</p> <ul style="list-style-type: none"> know when the Victorians lived identify a Victorian building talk about the evidence we have for Victorian times. <p>Most children can:</p> <ul style="list-style-type: none"> understand that things changed during Victoria's long reign talk about why something is significant differentiate between fiction and fact as a form of useful evidence. <p>Some children can:</p> <ul style="list-style-type: none"> realise that some things stayed the same during Victoria's long reign devise their own criteria for why something is significant understand that not all Victorians felt the same way about things. |
|---|---|

| | |
|---|---|
| <p>MUSIC</p> <ul style="list-style-type: none"> play and perform using voices and musical instruments. improvise and compose music. listen with attention to detail and recall sounds with increasing aural accuracy. develop an understanding of the history of music. | <p>COMPUTING Radio</p> <p>This unit allows children to use software and digital devices for recording sound. Based around the theme of a Radio Station, it is designed to encourage a creative approach that includes interviewing, making adverts and using jingles. Other software is incorporated where children write scripts and design additional advertising for their Radio Station. Opportunities are included for children to present, listen, review and evaluate their own content as well as professional and commercial examples, plus those created by their peers.</p> |
|---|---|



| | | |
|--|--|--|
| <p>SCIENCE Living Things and their Habitats</p> <p>In this topic children look at life cycles of various species including mammals, amphibians and birds. They also look at and describe the life process of reproduction in plants and animals.</p> <p>All children can...</p> <ul style="list-style-type: none"> explain how plants reproduce. explain how new plants can be grown from cuttings and bulbs. <p>Most children can...</p> <ul style="list-style-type: none"> describe the differences in the life cycles of different animals. describe the process of reproduction in some animals. report and present their findings from enquiries. <p>Some children can...</p> <p>explain the differences between the life cycles of different animals.</p> | <p>ART Matt Sewell – illustrator</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. | |
| <p>P.S.H.E./R.S.E. Being my Best</p> <p>Through this unit most children will be know:</p> <ul style="list-style-type: none"> how to make informed decisions about health. about the elements of a balanced, healthy lifestyle. about choices that support a healthy lifestyle, and recognise what might influence these. how to recognise that habits can have both positive and negative effects on a healthy lifestyle. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. about why people choose to use or not use drugs (including nicotine, alcohol and medicines). | <p>FRENCH School Life</p> <ul style="list-style-type: none"> listen and respond to topic vocabulary; answer questions orally using the topic vocabulary; answer questions in writing using the topic vocabulary; take part in a conversation with a partner and show it to an audience. use the pronouns 'il' and 'elle' to replace a person's name; use a comparative adverb. | <p>P.E. Athletics</p> <p>Children will:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance through athletics take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best |
| <p>R.E. Beliefs and Questions: Islam and Hinduism</p> <ul style="list-style-type: none"> to describe what personal beliefs are held and why. to consider and express questions about beliefs which may not have answers. to find out about the religion of Islam. to find out about the religion of Hinduism. to understand that people have different beliefs. to ask questions to better understand a religion that is not my own. to recognise the similarities and differences between my beliefs and those from other religions. to realise that different people influence our beliefs and why this can be a good or bad thing. | <p>HISTORY Why should we thank the Ancient Greeks?</p> <p>In this unit, the children will look at a variety of sources that show political, social and cultural aspects of Ancient Greek life. They will consider the achievements and legacy of the Ancient Greeks, and how they influenced the world in which we live today. All children can:</p> <ul style="list-style-type: none"> identify some achievements of the Ancient Greeks outline some aspects of life in Ancient Greece understand some of the evidence available to reconstruct the history of Ancient Greece. <p>Most children can:</p> <ul style="list-style-type: none"> identify examples of achievements of the Ancient Greeks describe aspects of Greek life among several groups use sources to draw conclusions about Ancient Greece. <p>Some children can:</p> <ul style="list-style-type: none"> critically evaluate the legacy of the Ancient Greeks explain variations in Greek life in different places and over time <p>use a range of sources to construct historical accounts of Ancient Greece.</p> | |
| <p>MUSIC</p> <ul style="list-style-type: none"> play and perform using voices and musical instruments. improvise and compose music. listen with attention to detail and recall sounds with increasing aural accuracy. develop an understanding of the history of music. | <p>COMPUTING 3D Modelling</p> <p>By the end of this unit all children should be able to:</p> <ul style="list-style-type: none"> Draw 2D shapes or lines. Draw simple 3D models. Manipulate 2D shapes into 3D shapes. Import 3D models from the 3D warehouse. Use a range of SketchUp tools including: shape, push, pull, orbit, pan, zoom, erase and fill. | |



| | | |
|---|--|--|
| <p>SCIENCE Living Things and their Habitats</p> <p>In this topic children look at life cycles of various species including mammals, amphibians and birds. They also look at and describe the life process of reproduction in plants and animals.</p> <p>All children can...</p> <ul style="list-style-type: none"> explain how plants reproduce. explain how new plants can be grown from cuttings and bulbs. <p>Most children can...</p> <ul style="list-style-type: none"> describe the differences in the life cycles of different animals. describe the process of reproduction in some animals. report and present their findings from enquiries. <p>Some children can...</p> <ul style="list-style-type: none"> explain the differences between the life cycles of different animals. | <p>ART Matt Sewell – illustrator</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. | |
| <p>P.S.H.E./R.S.E. Growing and Changing</p> <p>Through this unit most children will be know:</p> <ul style="list-style-type: none"> to recognise that feelings can change over time and range in intensity. about everyday things that affect feelings and the importance of expressing feelings. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. where to get advice and report concerns if worried about their own or someone else's personal safety (including online). | <p>FRENCH Time Travelling</p> <ul style="list-style-type: none"> recognise number words in spoken sentences; say numbers larger than 100; match the subject and verb for high-frequency verbs; recognise when someone is saying a date. explain how larger numbers are often described by combining smaller number words; use numbers in a sentence correctly; demonstrate their understanding of a sentence; identify auxiliary verb and past participle verb; apply prior knowledge to say when and where they were born; say when significant people in French history were born and died. | <p>P.E. Cricket</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best |

| | |
|--|--|
| <p>R.E. Beliefs in action in the world</p> <ul style="list-style-type: none"> Find out more about Christian Aid. Consider the motivation of Christian Aid as a faith-based charity. Learn about different places, drawing on their own and others' experience. Devise an enquiry into life in another type of community. Discover that there are similarities, as well as differences, between communities in other parts of the world and our own. Consider how we find out about other places around the world. Think about how we identify and locate places in the world. Find out more about a country and what it is like to live there. | <p>GEOGRAPHY Mountains</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Use the index in an atlas to find mountains. Tell you the country a mountain range is found in. Describe what a hill might look like based on its contours. Identify an outcrop, a ridge the tree line and the snow line. Describe how fault lines in the Earth's crust move to create mountains. Describe how pressure from magma under the Earth's surface creates dome mountains. Explain the differences between a weather forecast and climate. Identify similarities between mountain climates. Identify the risks associated with a mountain climate. Describe some of the positive effects of tourism on an area |
|--|--|

| | | |
|---|---|---|
| <p>DESIGN AND TECHNOLOGY Pandora's Box Design</p> <p>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make</p> <p>-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 Evaluate</p> <p>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>- understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p> <p>-apply their understanding of computing to programme, monitor and control their products.</p> | <p>MUSIC</p> <ul style="list-style-type: none"> play and perform using voices and musical instruments. improvise and compose music. listen with attention to detail and recall sounds with increasing aural accuracy. develop an understanding of the history of music. | <p>COMPUTING Multimedia Presentation</p> <p>most children will: use a multimedia authoring program to organise, refine and present a set of linked multimedia pages, which incorporate images, sounds and text</p> <p>some children will not have made so much progress and will: use a multimedia authoring package to assemble images, sound and text on a multimedia page</p> <p>some children will have progressed further and will: use a multimedia package to organise, refine and present a set of linked multimedia pages, which incorporate images, sounds and text; create pages which offer users a variety of options; present information that matches the needs of the audience</p> |
|---|---|---|