



	Autumn term	Spring term	Summer term
<p><b>R.E.</b> Hinduism week Autumn Term</p> <p>Islam week Spring Term</p>	<p><b>Homes</b></p> <ul style="list-style-type: none"> <li>The joys and sorrows of being a family at home</li> <li>God's vision for every family</li> </ul> <p><b>Promises</b></p> <ul style="list-style-type: none"> <li>Belonging to a group involves promises and rules</li> <li>The meaning of the promises made at Baptism</li> </ul> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>The demands and joys of visitors</li> <li>Advent: waiting for the coming of Jesus</li> </ul>	<p><b>Journeys</b></p> <ul style="list-style-type: none"> <li>a journey through a year</li> <li>the Christian family's journey with Jesus through the Church's year</li> </ul> <p><b>Listening and Sharing</b></p> <ul style="list-style-type: none"> <li>Listening and sharing with one another</li> <li>Listening to the Word of God and sharing in Holy Communion</li> </ul> <p><b>Giving all</b></p> <ul style="list-style-type: none"> <li>How people give themselves</li> <li>Lent, a time to remember Jesus' total giving</li> </ul>	<p><b>Energy</b></p> <ul style="list-style-type: none"> <li>The energy of fire and wind</li> <li>The wonder and power of the Holy Spirit</li> </ul> <p><b>Choices</b></p> <ul style="list-style-type: none"> <li>Choices have consequences</li> <li>The importance of conscience in making choices</li> </ul> <p><b>Special Places</b></p> <ul style="list-style-type: none"> <li>Everyone has a special place</li> <li>Special places for Jesus and the Christian community</li> </ul>
<p><b>Maths</b></p>	<p><b>Place Value</b></p> <p>Represent numbers to 100 Partition numbers to 100 Number line to 100 Hundreds Represent numbers to 1000 Partition numbers to 1000 Hundreds, tens and ones Find 1, 10, 100 more or less Number line 10 1000 Estimate on a number line to 1000 Compare numbers to 1000 Order numbers to 1000 Count in 50s</p> <p><b>Addition and Subtraction</b></p> <p>Apply number bonds within 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s Spot the pattern Add 1s across 10 Add 10s across 100 Subtract 1s across 10 Subtract 10s across 100 Make connections Add 2 numbers – no exchange Subtract 2 numbers – no exchange Add 2 numbers (across a ten) Add 2 numbers (across a hundred) Subtract 2 numbers (across a ten) Subtract 2 numbers (across a hundred) Add 2-digit and 3-digit numbers</p>	<p><b>Multiplication and Division</b></p> <p>Multiples of 10 Related calculations Reasoning about multiplication Multiply a 2-digit number by a 1-digit number (no exchange) Multiply a 2-digit number by a 1-digit number (with exchange) Link multiplication and division Divide a 2-digit number by a 1-digit number (no exchange) Divide a 2-digit number by a 1-digit number (flexible partitioning) Divide a 2-digit number by a 1-digit number (with remainders) Scaling How many ways?</p> <p><b>Length and Perimeter</b></p> <p>Measure in m and cm Measure in mm Measure in cm and mm Metres, centimetres and millimetres Equivalent lengths (m and cm) Equivalent lengths (cm and mm) Compare lengths Add lengths Subtract lengths What is perimeter? Measure perimeter Calculate perimeter</p> <p><b>Fractions</b></p> <p>Understand the denominators of unit fractions</p>	<p><b>Fractions</b></p> <p>Add fractions Subtract fractions Partition the whole Unit fractions of a set of objects Non-unit fractions of a set of objects Reasoning with fractions of an amount</p> <p><b>Money</b></p> <p>Pounds and pence Convert pounds and pence Add money Subtract money Find change</p> <p><b>Time</b></p> <p>Roman numerals to 12 Tell the time to 5 minutes Tell the time to the minute Read time on a digital clock Use a.m. and p.m. Years, months and days Days and hours Hours and minutes – use start time and end times Hours and minutes – use durations Minutes and seconds Units of time Solve problems with time</p> <p><b>Shape</b></p> <p>Turns and angles Right angles Compare angles Measure and draw accurately</p>



	<p>Subtract a 2-digit number from a 3-digit number Complements to 100 Estimate answers Inverse operations Make decisions</p> <p><b>Multiplication and Division</b> Multiplication – equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and grouping Multiply by 3 Divide by 3 The 3 times table Multiply by 4 Divide by 4 The 4 times table Multiply by 8 Divide by 8 The 8 times table</p>	<p>Compare and order unit fractions Understand the numerators of non-unit fractions Understand the whole Compare and order non-unit fractions Fractions and scales Fractions on a number line Count in fractions on a number line Equivalent fractions on a number line Equivalent fractions as bar models</p> <p><b>Mass and Capacity</b> Use scales Measure mass in grams Measure mass in kg and g Equivalent masses – kg and g Compare mass Add and subtract mass Measure capacity and volume in ml Measure capacity and volume in litres and ml Equivalent capacities and volumes (l and ml) Compare capacity and volume Add and subtract capacity and volume</p>	<p>Horizontal and vertical Parallel and perpendicular Recognise and describe 2-d shapes Draw polygons Recognise and describe 3-d shapes Make 3-d shapes</p> <p><b>Properties of shape</b> Turns and angles Right angles in shapes Compare angles Draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2D and 3D shapes Make 3D shapes</p> <p><b>Statistics</b> Interpret pictograms Draw pictograms Interpret bar charts Draw bar charts Collect and represent data Two-way tables</p>
<p><b>English</b></p>	<p><b>Seal Surfer by Michael Foreman</b> <b>Dancing Bear by Michael Morpurgo</b></p> <p><b>Writing to inform</b></p> <p><b>Outcome</b> Recount: letter in role</p> <p><b>Coming To England – Floella Benjamin</b> Outcome: Recount – Letter writing</p> <p><b>Winter’s Child by Angela McAllister</b> <b>Ice Palace by Robert Swindells</b></p> <p><b>Writing To Entertain</b></p> <p><b>Outcome</b> Fiction: fantasy story based on a fable</p>	<p><b>Fossil girl by Catherine Brighton</b></p> <p><b>Writing to entertain</b> <b>Outcome:</b> Write the story from the point of view of the boy</p> <p><b>Big Blue Whale by Nicola Davies</b> <b>This morning I met a whale by Michael Morpurgo</b></p> <p><b>Writing to persuade</b></p> <p><b>Outcome</b> Persuasion: leaflet persuading for the protection of the blue whale</p>	<p><b>Journey by Aaron Becker</b></p> <p><b>Tilly Mint Tales by Berlie Doherty</b></p> <p><b>Writing to entertain</b></p> <p><b>Outcome</b> Fiction: adventure story based on Journey using the language of Berlie Doherty</p> <p><b>Zeraffa Giraffa by Dianne Hofmeyr</b> <b>White giraffe by Lauren St John</b></p> <p><b>Writing to persuade</b></p> <p><b>Outcome</b> Persuasion: tourism leaflet for Paris/Egypt</p>



<p><b>Reading</b></p>	<p><b>The Sea Book – Charlotte Milner</b></p> <p><b>Ice Palace – Robert Swindells</b></p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> <li>• Explore the meaning of words in context</li> <li>• Retrieve, record and present information</li> <li>• Retrieve and record information from non-fiction</li> <li>• - Use dictionaries to check the meaning of words that they have read</li> <li>• - Ask questions to improve understanding</li> <li>• Identify main ideas drawn from more than one paragraph and summarise</li> </ul>	<p><b>The Iron Man – Ted Hughes</b></p> <p><b>This morning I met a whale – Michael Morpurgo</b></p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> <li>• Explore the meaning of words in context</li> <li>• Retrieve, record and present information</li> <li>• Retrieve and record information from non-fiction</li> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Ask questions to improve understanding</li> <li>• Identify main ideas drawn from more than one paragraph and summarise</li> </ul>	<p><b>Illustrated Atlas of Britain and Ireland</b></p> <p><b>The Egyptian Cinderella – Shirley Climo</b></p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> <li>• Explore the meaning of words in context</li> <li>• Retrieve, record and present information</li> <li>• Retrieve and record information from non-fiction</li> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Ask questions to improve understanding</li> <li>• Identify main ideas drawn from more than one paragraph and summarise</li> </ul>
	<ul style="list-style-type: none"> <li>• Draw inferences (inferring characters’ feelings, thoughts and motives from their actions) and justify with evidence</li> <li>• - Identify themes and conventions in a wide range of books</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss words and phrases that capture the reader’s interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss words and phrases that capture the reader’s interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss words and phrases that capture the reader’s interest and imagination</li> </ul>



<p><b>Geography</b></p>	<p><b>Why do people live near volcanoes?</b></p> <ul style="list-style-type: none"> <li>Name all four layers of the Earth in the correct order, stating one fact about each layer.</li> <li>Explain one or more ways a mountain can be formed.</li> <li>Give a correct example of a mountain range and its continent.</li> <li>Describe a tectonic plate and know that mountains occur along plate boundaries.</li> <li>Correctly label the features of shield and composite volcanoes and explain how they form.</li> <li>Name three ways in which volcanoes can be classified.</li> <li>Describe how volcanoes form at tectonic plate boundaries.</li> <li>Explain a mix of negative and positive consequences of living near a volcano.</li> <li>State whether they would or would not want to live near a volcano.</li> <li>State that an earthquake is caused when two plate boundaries move and shake the ground.</li> <li>Explain that earthquakes happen along plate boundaries.</li> <li>List some negative effects that an earthquake can have on a community.</li> <li>Observe, digitally record and map different rocks using a symbol on a map.</li> <li>Identify rock types and their origins based on collected data.</li> </ul>	<p><b>Who lives in Antarctica?</b></p> <ul style="list-style-type: none"> <li>Describe what lines of latitude and longitude are, giving an example.</li> <li>Understand that the Northern and Southern Hemispheres experience seasons at different times.</li> <li>Define what climate zones are.</li> <li>Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</li> <li>Describe Antarctica's location in the far south of the globe.</li> <li>State that tourism and research are the two main reasons people visit Antarctica.</li> <li>Describe equipment researchers might use and clothes they wear.</li> <li>List some of the research carried out in Antarctica.</li> <li>State the outcome of Shackleton's expedition.</li> <li>Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</li> <li>Describe a similarity and difference between life in the UK and life in Antarctica.</li> <li>Confidently use the zoom function on a digital map.</li> <li>Begin to recall the eight points of a compass, following at least four of them.</li> <li>Recognise and describe features on their school grounds from an aerial map.</li> <li>Draw a map of the route they take on an expedition.</li> <li>State one thing that went well on the expedition and one aspect that did not go as hoped</li> </ul>	<p><b>Are all settlements the same?</b></p> <ul style="list-style-type: none"> <li>Locate some cities in the UK.</li> <li>Describe the difference between villages, towns and cities.</li> <li>Identify features on an OS map using the legend.</li> <li>Describe the different types of land use.</li> <li>Follow a route on an OS map.</li> <li>Discuss reasons for the location of human and physical features.</li> <li>Locate some geographical regions in the UK.</li> <li>Identify and begin to offer explanations about changes to features in the local area.</li> <li>Describe the location of New Delhi.</li> <li>Identify some human and physical features in New Delhi.</li> <li>State some similarities and differences between land use and features in New Delhi and the local area.</li> </ul>
<p><b>History</b></p>	<p><b>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b></p> <ul style="list-style-type: none"> <li>Understand that prehistory was a long time ago.</li> <li>Accurately place AD and BC on a timeline.</li> <li>Identify conclusions that are certainties and possibilities based on archaeological evidence.</li> <li>Explain the limitations of archaeological evidence.</li> <li>Use artefacts to make deductions about the Amesbury Archer's life.</li> </ul>	<p><b>Why did the Romans settle in Britain?</b></p> <p>Describe how Ancient Egyptian artefacts tell us about their culture and religious beliefs.</p> <ul style="list-style-type: none"> <li>Describe what Egyptian life was like for different groups of people.</li> <li>Describe how Egyptian society has had an impact on modern society.</li> <li>Describe why people chose to settle in certain areas of Egypt.</li> </ul>	<p><b>What did the ancient Egyptians believe?</b></p> <ul style="list-style-type: none"> <li>Identify the ancient civilisations and key periods in ancient Egypt.</li> <li>Describe the physical features of Egypt.</li> <li>Explain the Egyptian creation story.</li> <li>Identify the characteristics of important gods or goddesses.</li> <li>Explain why the pyramids were built.</li> <li>Identify the stages and challenges of building a pyramid.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify gaps in their knowledge of the Bronze Age.</li> <li>Explain how bronze was better than stone and how it transformed farming.</li> <li>Explain how trade increased during the Iron Age and why coins were needed.</li> <li>Identify changes and continuities between the Neolithic and Iron Age periods.</li> <li>Explain which period they would prefer to have lived in, providing evidence for their choice.</li> </ul>	<ul style="list-style-type: none"> <li>Compare what was happening in the Egyptian civilisation to what was happening in Britain at the same time.</li> <li>Present what you know about the Egyptians using a variety of skills.</li> <li>Use appropriate vocabulary to talk about the Egyptians.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the links between ancient Egyptian beliefs and mummification.</li> <li>Name sources that can be used to find out about ancient Egyptian beliefs.</li> <li>Explain some Egyptian beliefs about the afterlife.</li> </ul>
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<p><b>Science</b></p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Observe what happens to plants over time when the leaves or roots are removed.</li> <li>• Observe the effect of putting cut white carnations or celery in coloured water.</li> <li>• Investigate what happens to plants when they are put in different conditions e.g. in darkness, in the cold, deprived of air, different types of soil, different fertilisers, varying amount of space.</li> <li>• Spot flowers, seeds, berries and fruits outside throughout the year.</li> <li>• Observe flowers carefully to identify the pollen</li> <li>• Observe flowers being visited by pollinators e.g. bees and butterflies in the summer.</li> <li>• Observe seeds being blown from the trees e.g. sycamore seeds.</li> <li>• Research different types of seed dispersal.</li> <li>• Classify seeds in a range of ways including by how they are dispersed.</li> <li>• Create a new species of flowering plant</li> <li>• Can explain observations made during investigations.</li> <li>• Can look at the features of seeds to decide on their method of dispersal.</li> <li>• Can draw and label a diagram of their created flowering plant to show its parts, their role and the method of pollination and seed dispersal.</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Classify food in a range of ways</li> <li>• Use food labels to explore the nutritional content of a range of food items</li> <li>• Use secondary sources to find out the types of food that contain different nutrients</li> <li>• Use food labels to answer enquiry questions e.g. How much fat do different types of pizza contain? How much sugar is in soft drinks?</li> <li>• Plan a daily diet contain a good balance of nutrients and record and present findings</li> <li>• Explore the nutrients contained in fast food</li> <li>• Use secondary sources to research the parts and functions of the skeleton*</li> <li>• Investigate pattern seeking questions such as ; Can people with longer legs run faster?; Can people with bigger hands catch a ball better?</li> <li>• Compare, contrast and classify skeletons of different animals</li> <li>• Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.</li> </ul>	<p><b>Magnets and Forces</b></p> <ul style="list-style-type: none"> <li>• Record and report on findings from investigations, involving how things move on different surfaces*</li> <li>• Compare and group materials following magnetic testing, recording findings and use the outcome to answer questions about which materials are magnetic.</li> <li>• Make and investigate predictions on whether two magnets will attract or repel, depending on which poles are facing.</li> <li>• Knows that friction affects the way that things move on different surfaces</li> <li>• Knows that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• Knows that magnets attract or repel each other and attract some materials and not others</li> <li>• Knows and can describe magnets as having two poles</li> <li>• Knows whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• Observe and identify changes to the size and orientation of shadows, relative to their proximity to the light source.</li> <li>• Observe and identify the difference in shadows of opaque, translucent and transparent objects/materials.</li> <li>• Observe how shadows are formed and affected by different circumstances.</li> <li>• To notice that light can be reflected off surfaces and Replace with 'investigate the visibility of different materials (eg shiny; foil, mirrors and matt; sugar paper) in a darker environment according to which reflect most light.'</li> <li>• Investigate the size of shadows according to times of day and year, by tracing shadows outside and comparing differences.</li> <li>• Classify materials according to opaque, transparent and translucent.</li> <li>• Use oral and written explanations to report on why shadows are formed and how the length and size of a shadow can be changed. Investigates questions related to an object and the shadow it will cause.</li> </ul>	<p><b>Light and Dark</b></p> <ul style="list-style-type: none"> <li>• Observe and identify changes to the size and orientation of shadows, relative to their proximity to the light source.</li> <li>• Observe and identify the difference in shadows of opaque, translucent and transparent objects/materials.</li> <li>• Observe how shadows are formed and affected by different circumstances.</li> <li>• To notice that light can be reflected off surfaces and Replace with 'investigate the visibility of different materials (eg shiny; foil, mirrors and matt; sugar paper) in a darker environment according to which reflect most light.'</li> <li>• Investigate the size of shadows according to times of day and year, by tracing shadows outside and comparing differences.</li> <li>• Classify materials according to opaque, transparent and translucent.</li> <li>• Use oral and written explanations to report on why shadows are formed and how the length and size of a shadow can be changed.</li> <li>• Investigates questions related to an object and the shadow it will cause..*</li> <li>• Knows that light is needed to see things and that dark is the absence of light</li> <li>• Knows that light is reflected from surfaces</li> <li>• knows that light from the sun can be dangerous and that there are ways to protect the eyes</li> <li>• knows that shadow are formed when the light from a light source is blocked by an opaque object.</li> <li>• Knows and can explain some of the reasons why the size of shadows changes.</li> </ul>
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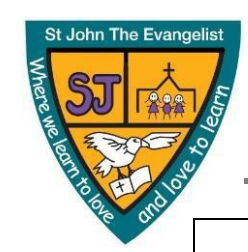
		<ul style="list-style-type: none"> <li>• Food contains a range of different nutrients that are needed by the body to stay healthy – carbohydrates including sugars, protein, vitamins, minerals, fibre, fat, sugars, water.</li> <li>• A piece of food will often provide a range of nutrients.</li> <li>• Humans and some other animals have skeletons and muscles which help them move and provide protection and support</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how the shadows of transparent, opaque and translucent materials vary.</li> </ul>	
<b>PSHE/RSE</b>		<p><b>M1 Unit 1&amp;2: Me, My Body, My Health</b> similarities, differences, self-respect, respecting others, respecting our bodies</p>	<p><b>M1 Unit 3: Emotional Wellbeing</b> Definition, emotional changes, media images not reflecting reality, unacceptable behaviour, resilience</p> <p><b>WHOLE SCHOOL:</b> British Values Week</p>	<p><b>M2 Unit 1&amp;2: Personal Relationships</b> Friends, families and others, healthy families and friendships, bullying (impact/responsibilities/mental wellbeing/what to do)</p>	<p><b>M2 Unit 3: Keeping Safe</b> Sharing online, chatting online, safe in my body, drugs, alcohol, tobacco, first aid heroes</p> <p><b>WHOLE SCHOOL:</b> Enterprise Week</p>	<p><b>M3 Unit 1&amp;2: Living in the wider world</b> Catholic Social teaching, the common good, dignity of the person, stewardship, social relationships</p>



<p style="text-align: center;"><b>Art &amp; Design</b></p>	<p><b>Drawing – Growing Artists</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks for a wider range of</li> <li>• purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</li> <li>• Confidently use of a range of materials,</li> <li>• selecting and using these appropriately</li> <li>• with more independence.</li> <li>• Draw with expression and begin to experiment with gestural and quick sketching.</li> <li>• Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> <li>• own experiences to explain how art works may have been made.</li> <li>• Confidently explain their ideas and</li> <li>• opinions about their own and other’s art work, giving reasons. Use sketchbooks as</li> <li>• part of the problem-solving process and</li> <li>• make changes to improve their work</li> </ul>			<p><b>Craft and Design – Ancient Egyptian scrolls</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</li> <li>• Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Learn a new making technique (paper making) and apply it as part of their own project.</li> <li>• Investigate the history of a craft technique and share that knowledge in a personal way.</li> <li>• Design and make creative work for different purposes, evaluating the success of the techniques used.</li> <li>• Confidently explain their ideas and opinions about their own and other’s art work, giving reasons.</li> <li>• Use sketchbooks as part of the problem-solving process and make changes to improve their work.</li> </ul>	<p><b>Sculpture and 3D – Abstract shape and space</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli</li> <li>• and carry out simple research and</li> <li>• evaluation as part of the making process.</li> <li>• Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</li> <li>• Able to plan and think through the making process to create 3D forms.</li> <li>• Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs).</li> <li>• Explore how shapes can be used to create abstract artworks in 3D. Confidently explain their ideas and</li> <li>• opinions about their own and other’s art work, giving reasons.</li> <li>• Use sketchbooks as part of the problem-solving process and make changes to improve their work.</li> </ul>	
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			<p>part of the problem-solving process and make changes to improve their work.</p>			
<p><b>Design &amp; Technology</b></p>		<p><b>Digital world</b> <b>Electronic charms</b></p> <ul style="list-style-type: none"> <li>• Problem solving by suggesting potential features on a Micro: bit and justifying my ideas.</li> <li>• Developing design ideas for a technology pouch.</li> <li>• Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge.</li> <li>• Using a template when cutting and assembling the pouch.</li> <li>• Following a list of design requirements.</li> <li>• Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch.</li> <li>• Applying functional features such as using foam to create soft buttons</li> <li>• Analysing and evaluating an existing product.</li> <li>• Identifying the key features of a pouch.</li> <li>• To understand that, in programming, a 'loop' is code that repeats something again and again until stopped.</li> <li>• To know that a Micro:bit is a pocket-sized, codeable computer.</li> </ul>	<p><b>Mechanical systems</b> <b>Pneumatic toys</b></p> <ul style="list-style-type: none"> <li>• Designing a toy which uses a pneumatic system.</li> <li>• Developing design criteria from a design brief.</li> <li>• Generating ideas using thumbnail sketches and exploded diagrams.</li> <li>• Learning that different types of drawings are used in design to explain ideas clearly.</li> <li>• Creating a pneumatic system to create a desired motion.</li> <li>• Building secure housing for a pneumatic system.</li> <li>• Using syringes and balloons to create different types of pneumatic systems</li> <li>• to make a functional and appealing pneumatic toy.</li> <li>• Selecting materials due to their functional and aesthetic characteristics.</li> <li>• Manipulating materials to create different effects by cutting, creasing, folding and weaving.</li> <li>• Using the views of others to improve designs.</li> <li>• Testing and modifying the outcome,</li> </ul>			<p><b>Food</b> <b>Eating Seasonally:</b></p> <ul style="list-style-type: none"> <li>• Using a template to create a design for a puppet.</li> <li>• Cutting fabric neatly with scissors.</li> <li>• Using joining methods to decorate a puppet.</li> <li>• Sequencing steps for construction.</li> <li>• Reflecting on a finished product, explaining likes and dislikes.</li> <li>• To know that 'joining technique' means connecting two pieces of material together.</li> <li>• To know that there are various temporary methods of joining fabric by using staples, glue or pins.</li> <li>• To understand that different techniques for joining materials can be used for different purposes.</li> <li>• To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</li> <li>• To know that drawing a design idea is useful to see how an idea will look.</li> </ul>



			<p>suggesting improvements.</p> <ul style="list-style-type: none"><li>• Understanding the purpose of exploded-diagrams through the eyes of a designer and their client.</li><li>• To understand how pneumatic systems work.</li></ul> <p>To understand that pneumatic systems can be used as part of a mechanism.</p> <ul style="list-style-type: none"><li>• To know that pneumatic systems operate by drawing in, releasing and compressing air.</li></ul>			
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<p><b>Computing</b></p>	<p><b>Digital Citizenship</b></p> <ul style="list-style-type: none"> <li>• I can use technology safely and respectfully and responsibly</li> <li>• I can search for information about myself online</li> <li>• I can recognise I need to be careful before I share anything about others or myself online</li> <li>• I know what is meant by the term 'identity'</li> <li>• I can explain how I can represent myself in different ways online</li> <li>• I can give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak)</li> <li>• I can explain some risks of communicating online with others I don't know well</li> <li>• I can explain why I should be careful who I trust online and what information I can trust them with</li> <li>• I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life</li> <li>• I know who I should ask if I am not sure if I should put something online</li> <li>• I know what bullying is and can describe how</li> </ul>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• I can use skills I have learnt across multiple application programs, including:</li> <li>• I can type a number of sentences using the keyboard</li> <li>• I can use cut, copy and paste to re-order text</li> <li>• I can use simple keyboard shortcuts</li> <li>• I can use bullet points, speech bubbles, auto shapes and text boxes</li> <li>• I can format images - move, rotate and re-size shapes</li> <li>• I can create a folder to save my work in</li> <li>• I can edit pictures using various tools in paint or photo-manipulation software</li> <li>• I can add suitable sound effects and tracks</li> <li>• I can combine still/moving images in a show to create stop-motion animation/movies on a range of devices</li> <li>• I know the difference between save and save as</li> </ul>	<p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>• I can use and edit a pre-written program to achieve a specific outcome</li> <li>• I can detect and debug errors in algorithms and programs</li> <li>• I can sequence a simple program on Logo to produce a line drawing</li> <li>• I can write a program to complete an algorithm</li> <li>• I know what a sequence is</li> <li>• I can solve problems by decomposing them into smaller parts</li> <li>• I know that if I change the sequence I may change the outcome of the program</li> <li>• I can predict how a change in a sequence may impact on the outcome of a program</li> </ul>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• I can use skills I have learnt across multiple application programs, including:</li> <li>• I can type a number of sentences using the keyboard</li> <li>• I can use cut, copy and paste to re-order text</li> <li>• I can use simple keyboard shortcuts</li> <li>• I can use bullet points, speech bubbles, auto shapes and text boxes</li> <li>• I can format images - move, rotate and re-size shapes</li> <li>• I can create a folder to save my work in</li> <li>• I can edit pictures using various tools in paint or photo-manipulation software</li> <li>• I can add suitable sound effects and tracks</li> <li>• I can combine still/moving images in a show to create stop-motion animation/movies on a range of devices</li> <li>• I know the difference between save and save as</li> </ul>	<p><b>Information Technology Focus: Online Communication</b></p> <p><b>Consolidate Prior Learning:</b> <i>I can log on and off the school network using my individual username and password</i></p> <ul style="list-style-type: none"> <li>• <i>I can independently open and save work to a given folder - in the cloud or school network</i></li> <li>• <i>I can create a folder to save my work in</i></li> <li>• <i>I can use key phrases in search engines</i></li> <li>• <i>I know what autocomplete is and how to choose the best suggestion</i></li> <li>• <i>I know how the internet can be used to sell and buy things</i></li> <li>• <i>I know the difference between a 'belief', an 'opinion' and a 'fact'</i></li> <li>• <i>I know why I should only share information with people I choose to and can trust</i></li> <li>• <i>I know that if I am not sure or I feel</i></li> </ul>
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	<p>people may bully others</p> <ul style="list-style-type: none"> <li>I know rules about how to behave online and how I follow them</li> <li>I know why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos)</li> </ul>				<p>pressured, I should ask a trusted adult</p> <ul style="list-style-type: none"> <li>I can describe simple strategies for creating and keeping passwords private</li> <li>I can describe how connected devices can collect and share my information with others</li> <li>I know why copying someone else's work from the internet without permission can cause problems</li> </ul>	
<p><b>MFL Spanish</b></p>	<p style="text-align: center;"><b>Phonetics</b></p> <p>Children will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.</p> <p style="text-align: center;"><b>I am learning Spanish</b></p> <ul style="list-style-type: none"> <li>Pinpoint Spain and other Spanish speaking countries on a map of the world.</li> <li>Ask and answer the question 'How are you?' in Spanish.</li> <li>Say 'Hello' and 'Goodbye' in Spanish.</li> <li>Ask and answer the question 'What is your name?' in Spanish.</li> <li>Count from 1-10 in Spanish.</li> <li>Say 10 colours in Spanish.</li> </ul> <p style="text-align: center;"><b>Animals</b></p> <ul style="list-style-type: none"> <li>say 5 animals with the correct determiner in Spanish.</li> <li>say 5 more animals with the correct determiner in Spanish.</li> <li>revise all 10 animals with the correct determiner in Spanish and attempt the spellings.</li> <li>explore and understand better the role better of the indefinite determiner in Spanish.</li> <li>how to use the verb 'soy' (I am) in Spanish</li> </ul>	<p style="text-align: center;"><b>Instruments</b></p> <ul style="list-style-type: none"> <li>Recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determiner.</li> <li>Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish.</li> <li>Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to 10 different instruments.</li> </ul> <p style="text-align: center;"><b>I know how</b></p> <ul style="list-style-type: none"> <li>Recognise, recall and spell 10 action verbs in Spanish.</li> <li>Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..).</li> <li>Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) &amp; 'pero' (but)</li> </ul>	<p style="text-align: center;"><b>Fruits</b></p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 fruits in Spanish.</li> <li>Attempt to spell some of these nouns.</li> <li>Ask somebody in Spanish if they like a particular fruit.</li> <li>Say what fruits they like and dislike.</li> </ul> <p style="text-align: center;"><b>Ice Cream</b></p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 different flavours for ice creams.</li> <li>Ask for an ice-cream in Spanish using 'quisiera'.</li> <li>Say what flavour they would like.</li> <li>Say whether they would like their ice-cream in a cone or a small pot/tub.</li> </ul>			
	<p><b>Music</b></p>	<p><b>Developing notation skills</b></p> <ul style="list-style-type: none"> <li>Think about and discuss the lyrics of songs.</li> <li>Sing in unison and in simple two-part rounds.</li> </ul>	<p><b>Enjoying improvisation</b></p>	<p><b>Composing using your imagination</b></p>	<p><b>Sharing musical experience</b></p>	<p><b>Learning more about musical styles</b></p>



	<ul style="list-style-type: none"> <li>• Read/play and improvise repeated rhythms (ostinato) using up to three different notes. (B, A, G) on a glockenspiel.</li> <li>• Listen to and evaluate own and others compositions and make musical decisions to improve.</li> <li>• To know that music/songs can make you feel different emotions e.g. happy, energetic or sad through tempo and dynamics</li> <li>• To know songs have a musical style and identify three different music genres.</li> <li>• To know how pulse, rhythm and pitch work together to create a song/music</li> <li>• To know and read B, A and G musical notation on a stave.</li> </ul>					
<p><b>P.E.</b></p>	<p><b>Declarative Knowledge: Netball</b></p> <ul style="list-style-type: none"> <li>• Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter.</li> <li>• Identify what you do best and what you find most difficult and recognise this in others performance.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Pass and receive the ball with control.</li> <li>• Select passes that keep possession.</li> <li>• Take up space/positions that make it difficult for opponents.</li> <li>• Move to support teammates once you have passed the ball and explain how to keep possession.</li> </ul>	<p><b>Declarative Knowledge: Netball</b></p> <ul style="list-style-type: none"> <li>• Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter.</li> <li>• Identify what you do best and what you find most difficult and recognise this in others performance.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Pass and receive the ball with control.</li> <li>• Select passes that keep possession.</li> <li>• Take up space/positions that make it difficult for opponents.</li> <li>• Move to support teammates once you have passed the ball and explain how to keep possession.</li> </ul>	<p><b>Declarative Knowledge: Dance</b></p> <ul style="list-style-type: none"> <li>• Describe and evaluate the effectiveness and quality of a dance.</li> <li>• Collaborate with others.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explore and create narratives in response to a stimulus.</li> <li>• Show control, accuracy and fluency of movement when performing actions with a partner.</li> <li>• Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer.</li> <li>• Communicate what you want through your dances and perform with control.</li> <li>• Combine actions and maintain the quality of performance when performing at the same time as a partner.</li> </ul>	<p><b>Declarative Knowledge: Outdoor and Adventurous Activities (OAA)</b></p> <ul style="list-style-type: none"> <li>• Improve decision making skills and choose the right skills that meet the needs of the situation.</li> <li>• Play simple tag rugby games with an understanding of the basic rules.</li> <li>• To follow the rules of the game.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Participate in team games, working cooperatively, solving problems with others.</li> <li>• Communicate effectively with other people and discuss plans to achieve success.</li> <li>• To make a map with symbols and be able to recognise where you are on a map, using basic techniques.</li> <li>• Move confidently in different ways, developing agility, balance, and co-ordination.</li> </ul>	<p><b>Declarative Knowledge: Athletics</b></p> <ul style="list-style-type: none"> <li>• Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance.</li> <li>• Understand the pace judgement when running over an increased distance.</li> <li>• Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Apply and develop a broad range of athletic skills in different ways.</li> <li>• Show control, coordination and consistency when running, throwing, and jumping.</li> <li>• Choose the appropriate running speed to meet the demand of the task.</li> <li>• Enjoy competing with others.</li> </ul>	<p><b>Declarative Knowledge: Rounders</b></p> <ul style="list-style-type: none"> <li>• Identify what you need to practice improving your performance.</li> <li>• Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.</li> <li>• Employ simple tactics in games.</li> <li>• Devise suitable warm up activities for upcoming activities.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.</li> <li>• Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique.</li> <li>• Intercept and stop the ball consistently.</li> <li>• Work well as part of a team, particularly when fielding to make it harder for the batter.</li> </ul>



	<p><b>Declarative Knowledge: Football</b></p> <ul style="list-style-type: none"> <li>• Employ simple tactics in game situations.</li> <li>• Recognise good performance and be able to identify what you need to practice to improve your own performance.</li> <li>• Describe how your body feels when exercising.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Move with a ball keeping it under control.</li> <li>• Perform basic skills needed for games with control and accuracy.</li> <li>• Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success.</li> <li>• Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).</li> </ul>	<p><b>Declarative Knowledge: Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance.</li> <li>• Describe how your body feels when exercising.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement.</li> <li>• Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.</li> <li>• Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end.</li> <li>• Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction.</li> <li>• Develop flexibility, strength, control, technique, and balance.</li> </ul>	<p><b>Declarative Knowledge: Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance.</li> <li>• Describe how your body feels when exercising.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement.</li> <li>• Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.</li> <li>• Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end.</li> <li>• Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction.</li> <li>• Develop flexibility, strength, control, technique, and balance.</li> </ul>	<p><b>Declarative Knowledge: Tag Rugby</b></p> <ul style="list-style-type: none"> <li>• Improve decision making skills and choose the right skills that meet the needs of the situation.</li> <li>• Play simple tag rugby games with an understanding of the basic rules.</li> <li>• To follow the rules of the game.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know how to tag another player.</li> <li>• Develop attacking and defending skills within tag rugby.</li> <li>• To be able to pass the ball backwards to a teammate</li> </ul>	<p><b>Declarative Knowledge: Cricket</b></p> <ul style="list-style-type: none"> <li>• Identify what you need to practice improving your performance.</li> <li>• Understand the link between heart rate and breathing when exercising.</li> <li>• Devise suitable warm up activities for upcoming activities.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.</li> <li>• Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique.</li> <li>• Intercept and stop the ball consistently.</li> <li>• Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter</li> </ul>	<p><b>Declarative Knowledge: Cricket</b></p> <ul style="list-style-type: none"> <li>• Identify what you need to practice improving your performance.</li> <li>• Understand the link between heart rate and breathing when exercising.</li> <li>• Devise suitable warm up activities for upcoming activities.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.</li> <li>• Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique.</li> <li>• Intercept and stop the ball consistently.</li> <li>• Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter</li> </ul>
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