

Art Skills	Building on prior learning, children will:
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> • Figure drawings using correct proportions. • Use simple perspective and designing in their work using a single focal point and horizon
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> • Hue, tint, tone, shades and mood • Explore the use of texture in colour • Colour for purposes • Colour to express feelings
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> • Develops experience in embellishing
Form (3D work, clay, dough, boxes, wire, paper sculpture)	<ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques • Screen printing • Explore printing techniques used
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes

Computing Skills	Building on prior learning, children will:
Computer Science	<ul style="list-style-type: none"> • Plan efficient solutions to problems that include controlling or simulating physical systems, using decomposition to solve the problem • Make programs using more complex algorithms, selecting when to use sequences, selection, (if, then), repetition and a range of inputs and outputs • Investigate how algorithms work on different platforms, by comparing one block-based code language to another (e.g. Scratch with 2Code) • Improve code by systematically testing and debugging it, with an understanding of logic and syntax bugs
Information Technology	<ul style="list-style-type: none"> • Use search tools within a system to find saved work. • Use input devices fluently, such as keyboards, mice, touchscreens and voice command to enter data in a system. • Create, modify and present content using a combination of software (including internet service) on a range of digital devices which solves problems, with a regard to audience, atmosphere and user needs. • Evaluate and refine their work, explaining their choices and the impact it has. • Use different functions within computer-based software to present, evaluate and efficiently analyse data i.e. tables, charts, graphs and formula in a spreadsheet.
Digital Literacy	<ul style="list-style-type: none"> • Recognise the different services that computer networks can provide i.e. the World Wide Web

	<ul style="list-style-type: none"> • Use a range of online communication and collaboration tools independently and explain the benefits and limitations of each • Use a search engine efficiently by filtering and deepen their understanding of how results are selected and ranked
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Design Technology	Building on prior learning, children will:
Design	<p><u>Textiles (Waistcoats)</u></p> <ul style="list-style-type: none"> • Designing a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme • Annotating designs <p><u>Electrical Systems (Steady Hand Games)</u></p> <ul style="list-style-type: none"> • Designing a steady hand game – identifying and naming the components required • Drawing a design from three different perspectives • Generating ideas through sketching and discussion • Modelling ideas through prototypes
Make	<p><u>Cuddly Toy</u></p> <ul style="list-style-type: none"> • Design a toy • Make a template and cut out material • Practise different stiches • Sew on extra patterns/stitches/designs • Sew main body and stuff • Review their product and decide how it could be improved <p><u>Electrical Systems (Steady Hand Games)</u></p> <ul style="list-style-type: none"> • Making electromagnetic motors and tweaking the motor to improve its function • Constructing a stable base for an electromagnetic game • Accurately cutting, folding and assembling a net • Decorating the base of the game to a high quality finish • Making and testing a circuit • Incorporating a circuit into a base
Evaluate	<p><u>Textiles (make do and mend)</u></p> <ul style="list-style-type: none"> • Evaluating work as it is made/at end <p><u>Electrical Systems (Steady Hand Games)</u></p> <ul style="list-style-type: none"> • Testing own and others finished games, identifying what went well and making suggestions for improvement
Technical Knowledge	<p><u>Textiles (cuddly toy – make do and mend)</u></p> <ul style="list-style-type: none"> • Learning different decorative stiches • Cut out neatly using a template • Sewing accurately with even regularity of stiches <p><u>Electrical Systems (Steady Hand Games)</u></p> <ul style="list-style-type: none"> • Understanding how electromagnetic motors work • Learning that batteries contain acid, which can be dangerous if they leak • Learning that when electricity enters a magnetic field it can make a motor

Geography Skills	Building on prior learning, children will:
Location Knowledge	<ul style="list-style-type: none"> On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
Place Knowledge	<ul style="list-style-type: none"> Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.
Human and Physical Geography	Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Fair/unfair distribution of resources (Fairtrade).
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

History Skills	Building on prior learning, children will:
Chronology	<ul style="list-style-type: none"> Place current study on a time line in relation to other studies Use relevant dates and terms Sequence up to ten events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another period studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied Compare and contrast ancient civilisations
Interpretations of History	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confident use of library etc for research
Historical Enquiry	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathering from several sources together in a fluent account
Organisation and Communication	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms

MFL (French)	
Listening	<ul style="list-style-type: none"> • Understand longer texts on a range of topic areas, recognising some details and opinions heard • Begin to apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words
Speaking	<ul style="list-style-type: none"> • Engage in longer conversations, asking for clarification when necessary • Create his/her own sentences using knowledge of basic sentence structure • Use pronunciation and intonation effectively to confidently express meaning and engage an audience
Reading	<ul style="list-style-type: none"> • Read aloud and understand a short text containing unfamiliar words, using more confident pronunciation • Attempt to read a range of texts independently, using different strategies to make meaning • Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words
Writing	<ul style="list-style-type: none"> • Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic • Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions
Grammar	<ul style="list-style-type: none"> • Begin to conjugate a range of high frequency verbs • Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun • Have an awareness of similarities and differences in grammar between different languages

Music Skills	
	Building on prior learning, children will:
Listening	<ul style="list-style-type: none"> • Identify the major and minor sequences in songs. • Compare and contrast performances.
Composing	<ul style="list-style-type: none"> • Compose music to match a specific genre. • Build a texture of rhythmic mimed ostinato. • Order a song cycle.
Performing	<ul style="list-style-type: none"> • Sing a song in three parts. • Sing and play melodies. • Perform rhythmic ostinato on instruments.

PSHE Skills	
	Building on prior learning, children will:
Being Me in My World	<ul style="list-style-type: none"> • I understand my own wants and needs and can compare these with children in different communities (locally and globally). • Make choices about my own behaviour because i understand how rewards and consequences feel and i understand how these relate to my rights and responsibilities.
Celebrating Difference	<ul style="list-style-type: none"> • Explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation.
Dreams and Goals	<ul style="list-style-type: none"> • Describe some ways in which i can work with other people to help make the world a better place. • Identify why i am motivated to do this.

Healthy Me	<ul style="list-style-type: none"> Evaluate when alcohol is being used responsibly, antisocially or being misused. Tell you how i feel about using alcohol when i am older and my reasons for this.
Relationships	<ul style="list-style-type: none"> Recognise when people are trying to gain power or control. Demonstrate ways i could stand up for myself and my friends in situations where others are trying to gain power or control
Changing Me	<ul style="list-style-type: none"> Describe how a baby develops from conception through the nine months of pregnancy, and how it is born and i recognise how i feel when i reflect on the development and birth of a baby.

RE	Building on prior learning, children will:
Believing: Religious beliefs, teachings, sources, questions about meaning, purpose and truth.	<ul style="list-style-type: none"> Begin making decisions on which sacred books they follow within their religion. Discuss and question why we live by the values of the inspiring figures within different religions. Discuss why they believe in a religion.
Expressing: Religious and spiritual forms of expressing; questions and identity and diversity.	<ul style="list-style-type: none"> Discuss why we need sacred places if religion is everywhere? Openly discuss why festivals are important within religion. To debate whether religious beliefs should be expressed through arts or charity.
Living: Religious practices and ways of living; questions about values and commitments.	<ul style="list-style-type: none"> Identify whether religion defines you as a person. Contribute to making their schools a better place.

Science Skills	Building on prior learning, children will:
Context	<p style="text-align: center;">Electricity Living things and their habitats Animals including humans Light Evolution and inheritance</p>
Planning and Communication and Sources	<ul style="list-style-type: none"> Choose scales for graphs which show data and features effectively Identify measurements and observations which do not fit into the main pattern Begin to explain anomalous data Use appropriate ways to communicate quantitative data using scientific language
Enquiring and Testing and Obtaining and Presenting Evidence	<ul style="list-style-type: none"> Describe evidence for a scientific idea Use scientific knowledge to identify an approach for an investigation Explain how the interpretation leads to new ideas
Observing and Recording	<ul style="list-style-type: none"> Measure quantities with precision using fine – scale divisions Select and use information effectively Make enough measurements or observations for the required task
Considering Evidence and Evaluating	<ul style="list-style-type: none"> Make reasoned suggestions on how to improve working methods Show how interpretation of evidence leads to new ideas Explain conclusions, showing understanding of scientific ideas

Context	Living things and their habitats	Animals Inc Humans	Evolution and Inheritance	Light	Electricity
Science Knowledge	<ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • Give reasons for classifying plants and animals 	<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function • Describe the ways in which nutrients and water are transported within animals, including humans 	<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to survival 	<ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes of from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram