

Subject	Key Learning
R.E.	<p><b>The Dignity of the Human Person</b> The value of sharing, showing respect and care for others. Gospel accounts which show the love and complete self – giving of Jesus.</p> <p><b>Family and Community</b> How the school community has opportunities to be “good news” for others.</p> <p><b>Sacraments of Initiation</b> Celebrations which mark significant events in people’s lives. Eucharist. Signs and symbols and their significance in the Liturgy. The significance of the Church’s names for Sacrament of The Eucharist, the Mass, the Lord’s Supper, the breaking of bread. Prayers of the Mass. Community prayer.</p> <p><b>Creation/Stewardship</b> Responses to celebration The joys and challenges that freedom and responsibility bring.</p>
SCIENCE	<p><b>Animals – Skeletons and Movement</b></p> <ul style="list-style-type: none"> <li>▪ Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>▪ Identify animals ( vertebrates) which have a skeleton which supports their body, aids movement and protects vital organs (To name some of the vital organs)</li> <li>▪ Identify animals without internal skeletons/backbones ( invertebrates) and describe how they have adapted other ways to support themselves, move and protect their vital organs.</li> <li>▪ Know how skeletons of birds, mammals, fish, amphibians or reptiles are similar, and the differences in their skeletons.</li> <li>▪ Know that muscles, which attach to the skeleton, help animals move parts of their body.</li> <li>▪ Explore how humans grow bigger as they reach maturity by making comparisons linked to body proportions and skeleton growth</li> <li>▪ Recognise that animals are alive, they move, feed, grow, use their senses and reproduce.</li> </ul> <p><b>Pupils work scientifically by:</b></p> <ul style="list-style-type: none"> <li>▪ Identifying and grouping animals with and without skeletons.</li> <li>▪ Observing and comparing their movement, exploring ideas about what would happen if humans did not have skeletons.</li> </ul>
HISTORY	<p><b>Chronology</b> Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>▪ identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time by placing selected maps into chronological order.</li> </ul>

	<p><b>Events, People and Changes</b></p> <p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> <li>▪ understanding some significant aspects of history - expansion and changes in their local area.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>▪ When doing this they should use specialist terms like settlement, Ordnance Survey map (and date, log book, marriage certificate, census) and vocabulary linked to chronology.</li> <li>▪ Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>▪ Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past.</li> <li>▪ Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> <li>▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</li> </ul> <p>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</p>
<p><b>GEOGRAPHY</b></p>	<p><b>Location and Place Knowledge</b></p> <ul style="list-style-type: none"> <li>▪ Name and locate counties and cities of the United Kingdom.</li> <li>▪ A region of the United Kingdom.</li> </ul> <p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>▪ Use a wider range of maps (including digital), atlases and globes.</li> <li>▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</li> <li>▪ Use maps at more than one scale.</li> <li>▪ Recognise that larger scale maps cover less area.</li> <li>▪ Make and use simple route maps.</li> <li>▪ Recognise patterns on maps and begin to explain what they show.</li> <li>▪ Label maps with titles to show their purpose.</li> <li>▪ Create maps of small areas with features in the correct place.</li> <li>▪ Use plan views.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Recognise some standard OS symbols.</li> <li>▪ Link features on maps to photos and aerial views.</li> <li>▪ Relate measurement on large scale maps to measurements outside.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>▪ Use the eight points of a compass.</li> <li>▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> <li>▪ Make links between features observed in the environment to those on maps and aerial photos.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>▪ Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use etc.</li> </ul> <p><b>Enquiry and Investigation</b></p> <ul style="list-style-type: none"> <li>▪ Ask more searching questions including, 'how?' and 'why?' as well as, 'where?' and 'what?' when investigating places and processes.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ Identify and describe geographical features, processes (changes), and patterns.</li> <li>▪ Use geographical language relating to the physical and human processes.</li> <li>▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</li> <li>▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations.</li> </ul> <p><b>Use of ICT/Technology</b></p> <ul style="list-style-type: none"> <li>▪ Use the zoom facility on digital maps to locate places at different scales.</li> <li>▪ Add a range of text and annotations to digital maps to explain features and places.</li> <li>▪ Add photos to digital maps.</li> </ul> <p>Draw and follow routes on digital maps.</p>
<p><b>P.E</b></p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>To develop ways of travelling on hands and feet</li> <li>To develop balance on small body parts</li> <li>To create a sequence of travelling and balancing actions</li> <li>To develop ways of rolling</li> <li>To develop the skills of jumping, shape and landing</li> <li>To create a sequence of gymnastic actions</li> <li>To evaluate and recognise their own success</li> <li>To create a sequence to meet the core task "Balancing Act"</li> <li>To perform gymnastic actions using apparatus</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>To send and receive a ball</li> <li>To send a ball and move into space to receive a pass</li> <li>To send and receive a ball in a simple game</li> </ul>

	<p>To use simple tactics in a game          To send and receive a ball in an invasion game          To revise simple tactics in an invasion game          To evaluate their own and others success          To play “three touch ball”</p>
<p><b>COMPUTING</b></p>	<p><b>Images, Video and Animation</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>▪ Use a range of devices to capture still and moving images for a purpose. These could include digital cameras, video cameras, iPads, microscopes and webcams.</li> <li>▪ Discuss and evaluate the quality of their own and others’ captured images and make decisions whether to keep, delete or change them.</li> <li>▪ Independently download and save images and video onto a computer.</li> <li>▪ Independently upload images and movies from digital cameras and other devices to a computer and save in a relevant location.</li> <li>▪ Be able to ‘resize’ images (pixels, resolution, aspect ratio and dimensions).</li> <li>▪ Be able to use basic tools in a software package to change images according to purpose.</li> <li>▪ Import music, stills or video into video editing software for a specific project.</li> <li>▪ Arrange, trim and cut clips to create a short film that conveys meaning.</li> <li>▪ Add simple titles, credits and special effects, e.g. transitions.</li> <li>▪ Storyboard, then use captured images to create a short animated sequence which communicates a specific idea.</li> </ul> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Understand that a digital image can be captured from different devices and it can be stored, developed and edited.</li> <li>▪ Begin to understand how images from different sources (stills, video, graphics, animation) are used to enhance a presentation or communicate an idea.</li> <li>▪ Begin to understand the meaning of ‘resizing’ i.e. the differences between pixel size, resolution and image dimensions and the need to maintain aspect ratios.</li> <li>▪ Understand that planning is a vital part of the design process.</li> </ul> <p>Understand that evaluation and improvement are vital parts of the design process and ICT allows changes to be made quickly and efficiently.</p> <ul style="list-style-type: none"> <li>▪ Understand the need for caution when using the Internet to search for images and what to do if they find unsuitable images (See school’s Acceptable Use Policy/AUP).</li> <li>▪ Know how to take images appropriately and responsibly (See school’s Acceptable Use Policy/AUP).</li> <li>▪ Understand that copyright exists on most digital images and video about the impact of choices and decisions in their work.</li> </ul>

	<ul style="list-style-type: none"><li>▪ Understand that images, sounds and text can be subject to copyright and abide by copyright rules when creating a presentation.</li></ul>