

Subject	Key Learning
R.E.	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • The joys and challenges that freedom and responsibility bring(LinC) • Prayer in the life of Jesus(C) <p>Lent- Option for the poor and vulnerable</p> <ul style="list-style-type: none"> • Sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness(LinC) <p>Sacraments of healing</p> <ul style="list-style-type: none"> • Celebrations which mark significant events in people’s lives(C) • The joys and challenges that freedom and responsibility bring(LinC) <p>The Triduum</p> <ul style="list-style-type: none"> • Gospel accounts which show the love and complete self-giving of Jesus(LinC) • Gospel accounts of the Key events in Jesus’ life(R) • The significance of the Church’s names for the Lord’s Supper and Breaking of Bread(C) • Words and images Jesus used to express communion(C) • The way Jesus proclaimed the Good News to everyone he met and the variety of responses made(Ch)
SCIENCE	<p>Light and Astronomy</p> <ul style="list-style-type: none"> ▪ Recognise that they need light in order to see things and that dark is the absence of light. ▪ Notice that light is reflected from different surfaces. ▪ Recognise that light coming from the sun can be dangerous and there are ways to protect their eyes. ▪ Recognise that shadows are formed when light from a light source is blocked by a solid object. ▪ Find patterns in the way the size of the shadow changes. ▪ <p>Pupils work scientifically</p> <ul style="list-style-type: none"> ▪ Look for patterns in what happens to shadows when the light source moves or the distance between the light sources and the object changes.
HISTORY	<p>Chronology</p> <p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Making <i>some</i> links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (<i>e.g. between Roman Britain and other periods they have studied</i>). ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. <p>Events, People and Changes</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"> ▪ Understanding <i>some</i> of the ways in which people's lives have shaped this nation. ▪ Describing how Britain has influenced and been influenced by the

	<p>wider world.</p> <ul style="list-style-type: none"> ▪ Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. <p>Communication</p> <ul style="list-style-type: none"> ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like <i>Roman Britain</i>, <i>settlement</i>, and vocabulary linked to chronology. ▪ 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. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance (<i>e.g. the impact of Roman roads and foods</i>). ▪ Understand some of the methods of historical enquiry and how these can be used to make historical claims (<i>e.g. about Roman place names</i>). ▪ Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses. <p>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>).</p>
<p>GEOGRAPHY</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> ▪ Name and locate counties and cities of the United Kingdom. <p>Place Knowledge</p> <ul style="list-style-type: none"> ▪ A region of the United Kingdom. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: vegetation belts, rivers, mountains. - human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water. <p>Mapping</p> <ul style="list-style-type: none"> ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show.

	<ul style="list-style-type: none"> ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose. ▪ Recognise that contours show height and slope. ▪ Use four figure coordinates to locate features on maps. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Use a scale bar to calculate some distances. <p>Fieldwork</p> <ul style="list-style-type: none"> ▪ 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. ▪ Make links between features observed in the environment to those on maps and aerial photos. <p>Enquiry and Investigation</p> <ul style="list-style-type: none"> ▪ Ask more searching questions including, 'how?' and 'why?' as well as, 'where?' and 'what?' when investigating places and processes. ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. <p>Communication</p> <ul style="list-style-type: none"> ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations. <p>Use of ICT/ technology</p> <ul style="list-style-type: none"> ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images. ▪ Add photos to digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Make use of geography in the news – online reports and websites.
ART	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. ▪ Annotate work in journal. <p>Drawing</p> <ul style="list-style-type: none"> ▪ Experiment with ways in which surface detail can be added to

	<p>drawings.</p> <ul style="list-style-type: none"> ▪ Use journals to collect and record visual information from different sources. ▪ Draw for a sustained period of time at an appropriate level. ▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ▪ Experiment with different grades of pencil and other implements to create lines and marks. ▪ Experiment with different grades of pencil and other implements to draw different forms and shapes. ▪ Begin to show an awareness of objects having a third dimension. ▪ Experiment with different grades of pencil and other implements to achieve variations in tone. ▪ Apply tone in a drawing in a simple way. ▪ Create textures with a wide range of drawing implements. <p>Painting</p> <ul style="list-style-type: none"> ▪ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ▪ Work on a range of scales e.g. thin brush on small picture etc. ▪ Create different effects and textures with paint according to what they need for the task. <p>Digital Media</p> <ul style="list-style-type: none"> ▪ Present visual images using software. ▪ Experiment with colours by using effects to manipulate and create images for a purpose. <p>Evaluating and Developing Work</p> <ul style="list-style-type: none"> ▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Annotate work in journal.
<p>P.E</p>	<p>Dance</p> <ol style="list-style-type: none"> 1) Create movement using a stimulus 2) Using mime effectively to communicate an idea 3) Understanding gestures and developing transitions 4) Creating gestures and developing work 5) Working creatively with a stimulus 6) Performing in a whole class performance (assessed and recorded) and responding to own work. <p>Striking and fielding Rounders</p> <ul style="list-style-type: none"> To send a ball in a striking and fielding game To receive a ball in a striking and fielding game To evaluate success To strike a ball a striking and fielding game To use simple tactics in a striking and fielding game To evaluate tactics used in a striking and fielding game

COMPUTING

Electronic communication

Skills

- Use a range of digital tools to communicate, e.g. contributing to chats and/or discussion forums, in school's VLE, blog or text messages, making purposeful contributions to respond to another pupil's question or comment.
- Investigate the different styles of language, layout and format of different electronic communications and how these vary depending on the audience.
- Continue to use webcams and / or video conferencing as a class, if appropriate and available, e.g. with external providers, another class or school, or abroad as part of a wider topic.
- Begin to publish their work to a wider audience, e.g. using VLE or podcasting tools.

Knowledge and Understanding

- Understand that computer networks can be used for communication.
- Understand the opportunities computer networks offer for communication.
- Know a range of ways that computer networks can be used for communication.
- Understand that some emails and other forms of electronic communications may be malicious or inappropriate and recognise when an attachment may be unsafe to open.
- Recognise the effect that content in their communications may have on others.
- Respect the ideas and communications of others they encounter online.

Discuss the differences between online communication tools used in school and those used internet content, recognising this is possibly not the case on computers used at home at home, e.g., those 'blocked' through the school's filtering.

Design, create, Manage and Manipulate Digital Content

Knowledge and Understanding

- Has an awareness of Internet services.
- Understands what is meant by Internet services.

Online Safety

Skills

- Use technology responsibly.
- Keep passwords and personal data safe.
- Recognise acceptable behaviour.
 - Recognise unacceptable behaviour.

Knowledge and Understanding

- Know how to use technology responsibly.
- Understand that online actions can impact on other people.
- Understand the need to keep personal information and passwords private in order to protect themselves when communicating online.
- Understand the school's acceptable use policy.
- Understand what acceptable online behaviour is.
- Understand what unacceptable online behaviour is.

	<ul style="list-style-type: none">▪ Recognise that cyber bullying is unacceptable and will be sanctioned according to the school's eSafety policies and procedures / AUP. <p>Understand the need for certain rules of conduct particularly when using live forms of communication, e.g. chats and forums in the school's VLE, taking turns to speak when video conferencing.</p>