

Subject	Key Learning
R.E.	<p><b>Solidarity and the Common Good</b></p> <ul style="list-style-type: none"> <li>• How the school community has opportunities to be “good news” for others (Ch)</li> <li>• Ways in which people today can hear and respond to God’s call(R)</li> </ul> <p><b>Apostles – Mary</b></p> <ul style="list-style-type: none"> <li>• The role of Mary as first disciple (Ch)</li> <li>• Gospel accounts of The transformation of the apostles(Ch)</li> </ul> <p><b>Pentecost</b></p> <ul style="list-style-type: none"> <li>• Gospel accounts of the coming of the Holy Spirit and the transformation of the apostles(R)</li> <li>• The Holy Spirit as the helper Jesus promised his Church(LinC)</li> </ul> <p><b>The Sacraments of Service</b></p> <ul style="list-style-type: none"> <li>• Gospel accounts of the coming of the Holy Spirit and the transformation of the apostles(R)</li> </ul> <p><b>Discipleship</b></p> <p><b>The dignity of work</b></p> <ul style="list-style-type: none"> <li>• Ways in which people of today can hear and respond to God’s Call(R)</li> <li>• The value of sharing, showing respect and care for others(LinC)</li> </ul>
SCIENCE	<ul style="list-style-type: none"> <li>▪ <b>Key Learning</b></li> <li>▪ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>▪ An adequate and varied diet is beneficial to health (along with a good supply of air and clean water).</li> <li>▪ Regular and varied exercise from a variety of different activities is beneficial to health (focus on energy in versus energy out. Include information on making informed choices).</li> </ul> <p><b>Notes and Guidance (Non-statutory)</b>  <i>Children should continue to learn about the importance of nutrition.</i></p> <p><b>Children Might Work Scientifically</b></p> <ul style="list-style-type: none"> <li>▪ By comparing and contrasting the diets of different animals (including their pets).</li> <li>▪ By deciding ways of grouping them according to what they eat.</li> <li>▪ By researching different food groups and how they keep us healthy.</li> <li>▪ By designing meals based on what they find out.</li> </ul> <p>Healthy lifestyles in lower KS2 is more about understanding a balanced diet of foods chosen from different food groups and about making healthy choices. The effect of exercise on our bodies is explored in depth in upper KS2.</p>

	<p><b>Real outcome</b></p> <p>Plan an outdoor event for another class to inform them about healthy lifestyles. Devise a healthy, balanced picnic for your guests. Provide your guests with information in the form of a display or booklet to inform them about healthy eating. Include information in it about:</p> <ul style="list-style-type: none"> <li>▪ The importance of nutrition.</li> <li>▪ The different food groups.</li> <li>▪ The proportions of the different food groups we should aim to have to be healthy.</li> <li>▪ Your research in to healthy recipes for meals for breakfast, lunch and dinner.</li> </ul> <p>Your research in to the diets of different animals to ensure they remain healthy.</p>
<p><b>GEOGRAPHY</b></p>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>▪ Name and locate counties and cities of the United Kingdom.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>▪ A region of the United Kingdom.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>▪ Describe and understand key aspects of: <ul style="list-style-type: none"> <li>- <b>physical</b> geography, including: vegetation belts, rivers, mountains.</li> <li>- <b>human</b> geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </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 to locate countries and features studied.</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>▪ Use the index and contents page of atlases.</li> <li>▪ Label maps with titles to show their purpose.</li> <li>▪ Recognise that contours show height and slope.</li> <li>▪ Use four figure coordinates to locate features on maps.</li> <li>▪ Recognise some standard OS symbols.</li> <li>▪ Link features on maps to photos and aerial views.</li> <li>▪ Use a scale bar to calculate some distances.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <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>

D.T.

### **Enquiry and Investigation**

- 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.

### **Communication**

- 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.

### **Use of ICT/ technology**

- 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.

### **Key Learning**

#### **Project Focus: Food (A Product, for a Stated Purpose and a Stated User) through an Iterative Process**

### **Evaluation of Existing Products**

- Investigate similar products to the one to be made to give starting points for a design.
- Draw/sketch products to help analyse and understand how products are made.

### **Focused Tasks**

- Develop sensory vocabulary and knowledge using, smell, taste, texture and feel.
- Analyse the taste, texture, smell and appearance of a range of foods which are predominantly savoury.
- Follow instructions and/or recipes.
- Make healthy eating choices – use the eatwell plate.
- Join and combine a range of ingredients.
- Explore seasonality of vegetables and fruit.
- Develop understanding of how meat or fish are reared and caught.

# ART

## Design

- Research needs of user.
- Identify the strengths and weaknesses of their design ideas in relation to purpose/user.
- Decide which design idea to develop.
- Develop more than one design or adaptation of an initial design.
- Plan a sequence of actions to make a product.
- Record the plan by drawing using annotated sketches.
- Use prototypes to develop and share ideas.
- Think ahead about the order of their work and decide upon tools and materials.
- Propose realistic suggestions as to how they can achieve their design ideas.

## Make

- Select from a range of tools and use with accuracy.
- Select from techniques for different parts of the process.
- Select from ingredients according to their properties.

Use appropriate finishing techniques.

## Key Learning

### Exploring and Developing Ideas

- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
- Question and make thoughtful observations about starting points and select ideas to use in their work.

### Drawing and Painting

- Experiment with ways in which surface detail can be added to drawings.
- Use journals to collect and record visual information from different sources, annotate in their sketchbooks.
- 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.
- Apply a simple use of pattern and texture in a drawing.
- Experiment with different effects and textures in paint, 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.

## 3-D

## COMPUTING

- Plan, design and make models from observation or imagination.
- Join clay adequately and construct a simple base for extending and modelling other shapes.
- Create surface patterns and textures in a malleable material.
- Use papier-mâché to create a simple 3-D object.

### Textile

- Use a variety of techniques, e.g. stitching to create different textural effects.
- Develop skills in stitching, cutting and joining.

### Evaluation

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- 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.

### Key Learning Skills

- Write programs that accomplish specific goals.
- Use sequence in programs.
- Read what a sequence in a program does.
- Create programs that implement algorithms to achieve specific goals.
- Debug programs that accomplish specific goals through self and peer assessment.
- Use logical reasoning to detect and correct errors in programs.
- Use sequence and repetition.

### Knowledge

- Understand how to plan and write programs that accomplish specific goals.
- Know what debugging is and how it can be used to achieve specific goals.
- Understand what the term sequence and repetition means.
- Understand how to use logical reasoning to detect errors in programs.
- Understand how to use logical reasoning to correct errors in programs.

### eSafety Skills

- Recognise acceptable behaviour.
- Recognise unacceptable behaviour.
- Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.

### Knowledge and Understanding

- Understand the risks posed by the internet relating to contact e.g. bullying, grooming...
- Know a range of ways to report concerns about contact.

## P.E.

- Understand the risks posed by the internet relating to content e.g. violent and biased websites.
- Know a range of ways to report concerns about content.
- Understand the school's acceptable use policy.
- Understand what acceptable online behaviour is.
- Understand what unacceptable online behaviour is.
- Recognise that cyber bullying is unacceptable and will be sanctioned according to the school's eSafety policies and procedures/ Acceptable Use Policy.
- Know how to report an incident of cyber bullying if and when it occurs, according to the school's eSafety policies and procedures/Acceptable Use Policy.

### Tennis

Explore different throwing actions

To consolidate throwing actions and practise catching.

Explore different ways of throwing.

Consolidate catching skills.

To suggest ideas and practices to improve their play

Strike the ball using their hand or small bat.

Improve movement skills and body positions.

Familiarise them with a racquet and practise striking skills using a racquet

Choose a range of simple tactics to use in a simple game.

To develop range of striking skills suitable for net / wall type

### Gym - Jumping

To develop the skills of jumping, shape and landing

- To create a sequence of gymnastic actions
- To evaluate and recognise their own success
- To create a sequence to meet the core task "Balancing Act"
- To perform gymnastic actions using apparatus