

Subject	Key Learning
R.E.	<p>Pentecost</p> <ul style="list-style-type: none"> • Gospel accounts of the coming of the Holy Spirit and the transformation of the apostles(R) • The Holy Spirit as the helper Jesus promised his Church(LinC) <p>The Sacraments of Service</p> <ul style="list-style-type: none"> • Gospel accounts of the coming of the Holy Spirit and the transformation of the apostles(R) <p>Discipleship</p> <p>The dignity of work</p> <ul style="list-style-type: none"> • Ways in which people of today can hear and respond to God’s Call(R) • The value of sharing, showing respect and care for others(LinC)
SCIENCE	<p>Plants - Functions of Parts of a Plant</p> <ul style="list-style-type: none"> ▪ Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. ▪ Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. ▪ Investigate the way in which water is transported within plants. ▪ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. ▪ Know that: <ul style="list-style-type: none"> ▪ Roots grow downwards and anchor the plant. ▪ Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit. ▪ Nutrients (not food) are taken in through the roots. ▪ Stems provide support and enable the plant to grow towards the light. ▪ Plants make their own food in the leaves using energy from the sun. ▪ Flowers attract insects to aid pollination. ▪ Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind. ▪ Seeds are formed after the flowers are pollinated. ▪ Many flowers produce fruits which protect the seed and/or aid seed dispersal. ▪ Seed dispersal, by a variety of methods, helps ensure that new plants survive. ▪ Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil). <p>Pupils Work Scientifically</p> <ul style="list-style-type: none"> ▪ By comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser. ▪ By discovering (research and modelling) how seeds are formed. ▪ By observing the different stages of plant cycles over a period of time. ▪ By looking for patterns in the structure of fruits that relate to how the seeds are dispersed. ▪ By observing how water is transported in plants, for example, by putting cut, white carnations into coloured water. ▪ By observing how water travels up the stem to the flowers.

DESIGN TECHNOLOGY

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.
- Research needs of user.
- Identify the strengths and weaknesses of their design ideas in relation to purpose/user.
- Decide which design idea to develop.
- Investigate key events and individuals in design and technology.

Focused Tasks - Structures

- Develop vocabulary related to the project.
- Create shell or frame structures.
- Strengthen frames with diagonal struts.
- Make structures more stable by giving them a wide base.
- Measure and mark square section, strip and dowel accurately to one centimetre.

Design

- Plan a sequence of actions to make a product.
- Record the plan by drawing using annotated sketches.
- Begin to use cross-sectional and exploded diagrams.
- 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.
- Consider aesthetic qualities of materials chosen.
- Use CAD where appropriate.

Make

- Prepare pattern pieces as templates for their design.
- Cut slots.
- Select from a range of tools for cutting shaping joining and finishing.
- Use tools with accuracy.

Select from techniques for different parts of the process.

- Select from materials according to their functional properties.
- Plan the stages of the making process.
- Use appropriate finishing techniques.

Evaluation (of their Finished Product)

- Consider and explain how the finished product could be improved.
- Discuss how well the finished product meets the design criteria of the user.

GEOGRAPHY

Locational Knowledge

- Name and locate counties and cities of the United Kingdom.

Place Knowledge

- A region of the United Kingdom.

Human and Physical Geography

- Describe and understand key aspects of:
 - **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.

Mapping

- 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.
- 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.

Fieldwork

- 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.

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.

<p>ART</p>	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ▪ Annotate work in journal. <p>Drawing</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 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. <p>Textiles</p> <ul style="list-style-type: none"> ▪ Develop skills in stitching, cutting and joining. ▪ Match the tool to the material. ▪ Experiment with paste resist <p>3-D</p> <ul style="list-style-type: none"> ▪ Plan, design and make models from observation or imagination. ▪ Create surface patterns and textures in a malleable material. <p>Evaluation</p> <ul style="list-style-type: none"> ▪ Annotate work in sketchbook ▪ Review what they and others have done and say what they think and feel about it. ▪ Identify what they might change in their current work or develop in future work.
<p>COMPUTING</p>	<p>Images, Video and Animation Skills</p> <ul style="list-style-type: none"> ▪ Acquire, store and retrieve images from cameras, scanners and the internet for a purpose. ▪ Select specific areas of an image, copy and paste to make repeating patterns. ▪ Be able to resize various elements in a graphics or paint package. ▪ Use various tools in paint packages or photo manipulation software to edit/change an image, e.g. applying different special effects. ▪ Use the 'print screen' function to capture images. ▪ Explore the use of graphics and paint packages to design and plan an idea. ▪ 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.

- Discuss and evaluate the quality of their own and others' captured images and make decisions whether to keep, delete or change them.
- Independently download and save images and video onto a computer.
- Independently upload images and movies from digital cameras and other devices to a computer and save in a relevant location.
- Be able to 'resize' images (pixels, resolution, aspect ratio and dimensions).
- Be able to use basic tools in a software package to change images according to purpose.
- Import music, stills or video into video editing software for a specific project.
- Arrange, trim and cut clips to create a short film that conveys meaning.
- Add simple titles, credits and special effects, e.g. transitions.
- Storyboard, then use captured images to create a short animated sequence which communicates a specific idea.

Knowledge and Understanding

Recognise the features of good page design and multimedia presentations.

- Consider how design features meet the needs of the audience e.g. poster, newspaper, menu, instructions.
- Understand that some tasks and problems require a variety of software tools to accomplish them.
- Understands what is meant by internet services.
- Understand that evaluation and improvement are vital parts of the design process and that ICT allows changes to be made quickly and efficiently.
- Demonstrate this through editing their work.
- Has an awareness of internet services.
- Recognise that IT can automate manual processes e.g. find and replace and understand the advantages and disadvantages of this.
- Compare and contrast the impact of using different sounds, words and images from a variety of electronic sources.
- Develop an increasing sense of audience and talk.
- Understand that images, 3D representations, sounds and text can be subject to copyright and abide by copyright rules when creating a presentation.
- Understand that presentations and projects need to be analysed and evaluated and suitable changes suggested to improve it.
- Understand that internet services such as those that provide images, sounds, 3D representations and graphic software can be used to achieve specific goals and tasks.
- Understand that a digital image can be captured from different devices and it can be stored and developed.
- Begin to understand how images from different sources (stills, video, graphics, animation) are used to enhance a presentation or communicate an idea.
- 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.

Understand that planning is a vital part of the design process.

Online Safety

Skills

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

	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ▪ Understand the risks posed by the internet relating to content e.g. violent and biased websites. ▪ Understand what acceptable online behaviour is. ▪ Understand what unacceptable online behaviour is. <p>Understand the school's acceptable use policy.</p> <p>Understand the risks posed by the internet relating to contact e.g. bullying, grooming.</p>
<p>P.E</p>	<p>Athletics</p> <p>To perform the pull throwing action</p> <p>To explore different running techniques</p> <p>To perform the sling throw</p> <p>To develop jumping actions</p> <p>Select an appropriate running technique for distance</p> <p>To perform a push throw</p> <p>To perform a start in a sprint type race</p> <p>To throw for distance using three different throws</p> <p>To perform a hop, step and jump</p> <p>To pass a baton successfully in a race</p> <p>To perform 5 different jumps</p> <p>To perform in athletic type competitive events (run, jump and throw)</p> <p>OAA</p> <p>Task - Trails</p> <ul style="list-style-type: none"> • To improve communication skills. • To improve ability to work with and trust others. • To undertake an adventure trail to develop communication skills. • To work safely with a partner in an adventurous environment • To complete a Trail within the school grounds. • To increase confidence in decision making. • To complete a Photo Trail within the school grounds. • To know how to use a control card. <p>Task – problem solving</p> <ul style="list-style-type: none"> • To take part in outdoor and adventurous activity challenges • To develop communication and collaboration skills • To evaluate their own success • To take responsibility for self and others • Take part in activities that involve working with and trusting others • To work effectively as part of a team