

Subject	Key Learning
R.E.	<p>Jesus Son of God</p> <ul style="list-style-type: none"> • Gospel accounts of Key events in the Life Of Jesus(R) • Prayer in the life of Jesus(C) • The way Jesus proclaimed the Good News to everyone he met and the variety of responses made(Ch) • Words and images used to express communion(C)
SCIENCE	<p>Material Properties - Rocks</p> <ul style="list-style-type: none"> ▪ Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. ▪ Describe in simple terms how fossils are formed when things that have lived are trapped within rock. ▪ Recognise that soils are made from rocks and organic matter. ▪ Rocks and soils can feel and look different. ▪ Rocks and soils can be different in different places/environments. <p>Pupils work scientifically by:</p> <ul style="list-style-type: none"> ▪ Observing rocks, including those used in buildings and gravestones. ▪ Exploring how and why they might have changed over time. ▪ Using a hand lens or microscope to help them. ▪ Identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. ▪ Research and discuss the different kinds of living things whose fossils are found in sedimentary rock. ▪ Explore how fossils are formed. ▪ Explore different soils. ▪ Identify similarities and differences between them. ▪ Investigate what happens when rocks are rubbed together or what changes occur when they are in water. <p>Raise and answer questions about the way soils are formed.</p>
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 hunter-gatherers and early farmers</i>). ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time (<i>such as placing the construction of Stonehenge into chronological order</i>). <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 some significant aspects of history (<i>such as the complexity of building Stonehenge</i>). <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 Ancient Britain, settlement, and vocabulary linked to chronology.

	<ul style="list-style-type: none"> ▪ Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information (<i>e.g. comparing the Pyramids of Ancient Egypt with Stonehenge</i>). <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 (<i>such as about life in Ancient Britain</i>). ▪ Use some sources to start devising historically valid questions about change and significance (<i>such as the development of farming and of settlement</i>). ▪ Understand some of the methods of historical enquiry, (<i>such as maps</i>), and how these can be used to make historical claims (<i>such as about the transportation of the Bluestones</i>). ▪ Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses.
<p style="text-align: center;">GEOGRAPHY</p>	<p>Location and Place Knowledge</p> <ul style="list-style-type: none"> ▪ Locate the world's countries. <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 volcanoes and earthquakes. - human geography including types of settlement and land use. <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. <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 detailed in the programmes of study. ▪ Communicate geographical information through a range of methods including presentations. <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. ▪ View a range of satellite images. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Make use of geography in the news – online reports and websites.
<p style="text-align: center;">ART</p>	<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. <p>Drawing and Painting</p> <ul style="list-style-type: none"> ▪ Experiment with ways in which surface detail can be added to drawings, (<i>e.g. use grades of pencil, biro, charcoal and chalk</i>). ▪ Use journals to collect and record visual information from different sources. ▪ Draw for a sustained period of time at an appropriate level.

	<ul style="list-style-type: none"> ▪ 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, (<i>e.g. achieved by shading</i>). ▪ Experiment with different grades of pencil and other implements to achieve variations in tone. ▪ Create textures with a wide range of drawing implements (<i>such as oil and chalk pastel</i>). ▪ 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>Printing</p> <ul style="list-style-type: none"> ▪ Create printing blocks using a relief or impressed method. ▪ Create repeating patterns. ▪ Print with two colour overlays. <p>Evaluating</p> <ul style="list-style-type: none"> ▪ Annotate work in journal. ▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about it. ▪ Adapt their work according to their views and describe how they might develop it further.
P.E	<p>Gymnastics</p> <p>Develop ways of travelling on hands and feet Develop balance on small body parts Create a sequence of travelling and balancing actions Develop ways of rolling Develop the skills of jumping, shape and landing Create a sequence of gymnastic actions Evaluate and recognise their own success Create a sequence to meet the core task “Balancing Act” Perform gymnastic actions using apparatus</p> <p>Striking and fielding - Cricket</p> <p>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</p>
COMPUTING	<p>Digital Literacy - Digital Research Skills</p> <ul style="list-style-type: none"> ▪ Use a range of child friendly search engines to locate different media, e.g. text, images, sounds or videos. ▪ Evaluate different search engines and explain their choices in using these for different purposes.

	<ul style="list-style-type: none"> ▪ Develop key questions and key words to search for specific information to answer a problem, e.g. a question such as 'Where could we go on holiday?' would become a search for 'holiday destinations'. ▪ Consider the effectiveness of key questions on search results and refine where necessary. ▪ Use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books. ▪ Use appropriate tools to save and retrieve accessed information, e.g. through the use of favourites, history, copy/paste and save as. ▪ Identify and cancel unwanted advertising, pop-ups and potentially malicious downloads by using the task manager function and NOT through buttons on the pop-up window, or the cross in the right hand corner. ▪ Know how to temporarily allow useful pop-ups from a website. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ▪ Talk about and describe the process of finding specific information, noting any difficulties during the process and how these were overcome. ▪ Understand that information found as a result of a search can vary in relevance. ▪ Understand that provision is made in schools to filter. ▪ Understand when and where the internet can be used as a research tool. <p>Online Safety Skills</p> <ul style="list-style-type: none"> ▪ Use technology responsibly. ▪ 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. <p>Knowledge and Understanding</p> <p>Know how to use technology responsibly.</p> <ul style="list-style-type: none"> ▪ 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. ▪ Know the school's rules for keeping safe online and be able to apply these beyond school.