Subject	Key Learning
R.E.	**Creation/Stewardship** Responses to celebration The joys and challenges that freedom and responsibility bring. **Advent and Christmas** • The role of Mary as the mother of Jesus as the first disciple and Mother of the Church(Ch) • Community prayer(C) Signs and symbols and their significance in the liturgy(C) Experience an Advent liturgy • Identify ways we can prepare for the birth of Jesus during Advent. **Year 3 and 4 Advent worship in church.**
SCIENCE	**Forces – Non Contact Forces** ▪ Compare how some things move on different surfaces. ▪ Notice that some forces need contact between two objects but magnetic forces can act at a distance. ▪ Observe how magnets attract or repel each other and attract some materials and not others. ▪ Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. ▪ Describe magnets as having two poles *(like and unlike poles)*. ▪ Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Pupils Might Work Scientifically** ▪ By **comparing** how different things move and grouping them. ▪ By **raising questions** and **carrying out tests** to find out how far things move on different surfaces. ▪ By **gathering and recording data** to find answers to their questions. ▪ By **exploring** the strengths of different magnets and **finding a fair way to compare them**. ▪ By **sorting materials** into those that are magnetic and those that are not. ▪ By **looking for patterns** in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another. ▪ By **identifying** how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

DESIGN TECHNOLOGY	**Evaluation of Existing Products** ▪ Investigate similar products to the one to be made to give starting points for a design. ▪ Research needs of user. ▪ Draw/sketch products to help analyse and understand how products are made. ▪ Identify the strengths and weaknesses of their design ideas in relation to purpose/user. ▪ Decide which design idea to develop. **Focused Tasks: Mechanical and Electrical Systems and ICT** ▪ Develop vocabulary related to the project. ▪ Use mechanical systems such levers and linkages. ▪ Use lolly sticks/card to make levers and linkages. ▪ Use linkages to make movement larger or more varied. **Design** ▪ 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** ▪ Prepare pattern pieces as templates for their design. ▪ Cut slots. ▪ Cut internal shapes. ▪ 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.
ART	**Drawing** ▪ Experiment with ways in which surface detail can be added to drawings. ▪ 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. **Painting** ▪ 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. **Evaluation** ▪ 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.E	Dance: Dorset Ring Dance – Country Dancing Use different forms of travel: skip, side skipping, side steps walking and hopping. With partners, greet each other in different ways: hug, wave, high five. Working in a group, circle side skipping to the left then right. Working in a group, step, step, step and hop actions. In partners, promenade around the hall. Put all actions together to perform the dance with repetition. Invasion Games (Rugby throwing and catching) · To send and receive a ball · To send a ball and move into space to receive a pass · To send and receive a ball in a simple game · 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”
COMPUTING	**Programming Skills** ▪ Write programs that accomplish specific goals. ▪ Read what a sequence in a program does. ▪ Work with various forms of input. ▪ Work with various forms of output. ▪ Use logical reasoning to predict outputs. ▪ Create programs that implement algorithms to achieve specific goals. ▪ Debug programs that accomplish specific goals through self and

	peer assessment. ▪ Use sequence and repetition in programs ▪ Plan, test and evaluate programs that solve specific problems using a screen turtle or other programmable devices. ▪ Use sequences of commands to control physical devices using outputs. ▪ Demonstrate and develop a sense of audience when appropriate. ▪ Use and debug programs that control physical devices (n*ote real or screen simulations could be used).* ▪ Use logical reasoning to detect and correct errors in programs. **Knowledge and Understanding** ▪ Understand how to plan and write programs that accomplish specific goals. ▪ Know a range of input devices and how they can be used. ▪ Know a range of output devices and how they can be used. ▪ Know the difference between an input and an output. ▪ Understand that computers can collect data from various inputs. ▪ Know what debugging is and how it can be used to achieve specific goals. ▪ Understand that planning is a vital part of designing programs. ▪ Understand that evaluation is a vital part of the design process. ▪ Understand what the terms sequence and repetition mean and know how to use them in programs. ▪ Understand how to control physical devices. ▪ Be aware that everyday devices use sensors and outputs, e.g. automatic doors, traffic lights, intruder alarms. ▪ Understand how to use logical reasoning to detect errors in programs. ▪ Understand how to use logical reasoning to correct errors in programs. ▪ Understand that computers can collect data from various inputs. ▪ Understand how to plan and write programs that accomplish specific goals.