

Subject	Key Learning
RE	<p>Ten Commandments</p> <ul style="list-style-type: none"> ▪ To know that God loves us and calls to us into relationship with him. ▪ To know that God gave Moses the Ten Commandments on Mount Siani because he loves us. ▪ To understand that the Ten Commandments are a gift from God to help us. ▪ To know how Jesus summarised the Ten Commandments (<i>Mt 22:36-40</i>). ▪ To understand how we can show our love for God by keeping his commandments.
Science	<p>Space</p> <ul style="list-style-type: none"> ▪ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. ▪ Describe the movement of the Moon relative to the Earth. ▪ Describe the Sun, Earth and Moon as approximately spherical bodies. ▪ Use the idea of the Earth's rotation to explain day and night. ▪ Children should know that: <ul style="list-style-type: none"> - The Earth spins once around its own axis in 24 hours, giving day and night. - The Earth orbits the Sun in one year. - We can see the Moon because the Sun's light reflects off it. - The Moon orbits the Earth in approximately 28 days and changes to the appearance of the Moon are evidence of this. - The Sun <i>appears</i> to move across the sky from East to West and this causes shadows to change during the day. - Changes to shadow length over a day or changes to sunrise and sunset times over a year are evidence supporting the movement of the Earth.
Science	<p>Materials</p> <ul style="list-style-type: none"> ▪ Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. ▪ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. ▪ Compare a variety of materials and measure their effectiveness (e.g. hardness, strength, flexibility, solubility, transparency, thermal conductivity, electrical conductivity). <p>Temperature and Thermal Insulation</p> <ul style="list-style-type: none"> ▪ Heat always moves from hot to cold. ▪ Some materials (insulators) are better at slowing down the movement of heat than others. ▪ Objects/liquids will warm up or cool down until they reach the temperature of their surroundings.
Art and Design	<p>Drawing</p> <ul style="list-style-type: none"> ▪ Work from a variety of sources including observation, photographs and digital images. ▪ Work in a sustained and independent way to create a detailed drawing.

	<ul style="list-style-type: none"> ▪ Use a journal to collect and develop ideas. ▪ Identify artists who have worked in a similar way to their own work. ▪ Use dry media to make different marks, lines, patterns and shapes within a drawing. ▪ Experiment with wet media to make different marks, lines, patterns, textures and shapes. ▪ Explore colour mixing and blending techniques with coloured pencils. ▪ Use different techniques for different purposes e.g. shading, hatching within their own work. ▪ Start to develop their own style using tonal contrast and mixed media. ▪ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. ▪ Show an awareness of how paintings are created i.e. composition. <p>Painting</p> <ul style="list-style-type: none"> ▪ Develop a painting from a drawing. ▪ Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. ▪ Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. ▪ Mix and match colours to create atmosphere and light effects. ▪ Be able to identify and work with complementary and contrasting colours. <p>Digital</p> <ul style="list-style-type: none"> ▪ Use a graphics package to create and manipulate new images.
PE	<p>Tag rugby</p> <ul style="list-style-type: none"> ▪ To develop the skill of running with a rugby ball in two hands. ▪ To develop the technique of passing and catching a rugby ball. ▪ To be able to score a try. ▪ To develop their understanding of when to pass and when to run with the ball. ▪ To apply the basic strategic and tactical principles of attack. ▪ To apply the basic strategic and tactical principles of attack. ▪ To choose and apply skills and tactics consistently in rugby type games. ▪ To develop their ability to evaluate their own and others work and suggest ways to improve it. ▪ To understand the basic principles of warming up by choosing appropriate activities for rugby type games.
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> ▪ To perform partner balances (matched and mirrored) ▪ To perform counter balance ▪ To perform Counter tension balances ▪ To evaluate and recognise their own success ▪ To create a gymnastic sequence with a partner ▪ To perform the core task “Acrobatic gymnastics” ▪ To evaluate and recognise their success ▪ To develop a sequence onto apparatus

Computing

Simulations and modelling/IT – Data handling Skills

- Explore the effects of changing variables in models and simulations in order to solve a problem.
- Make and test predictions.
- Enter formulae into a pre-prepared spreadsheet model to explore the effects of changing variables.
- Develop simple spreadsheet models to investigate a real life problem.
- Create simple spreadsheet models to investigate a real life problem.
- Identify and enter the correct formulae into cells. Make predictions of the outcome of changing variables.

Online Safety Skills

- Locate and respond appropriately to the terms and conditions on websites
- Identify unsuitable posts (e.g. on blogs, a forum ...) pertaining to content and conduct.
- Identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications.
- Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online.