

| Subject | Key Learning |
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| RE | <p>Life in the Risen Lord</p> <ul style="list-style-type: none"> ▪ know and understand that Jesus is risen from the dead. ▪ Know the story of the appearance of Jesus. ▪ Know that Jesus is present among us in different ways ▪ Know Jesus' teaching and example on prayer ▪ Know and understand the Our Father ▪ Know that we can pray in different ways ▪ Recognise the importance of making time for prayer each day |
| Geography | <p>Locational Knowledge</p> <ul style="list-style-type: none"> ▪ Locate the world's countries, using maps to focus on North and South America. ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. <p>Place Knowledge</p> <ul style="list-style-type: none"> ▪ A region within North or South America. <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: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Mapping</p> <ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Use latitude/longitude in a globe or atlas. ▪ Use the scale bar on maps. ▪ Read and compare map scales. <p>Enquiry and Investigation</p> <ul style="list-style-type: none"> ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future? ▪ Make predictions and test simple hypotheses about people and places. <p>Communication</p> <ul style="list-style-type: none"> ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the Programme of Study e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. |

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| | <ul style="list-style-type: none"> ▪ Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news <p>Use of ICT/ technology</p> <ul style="list-style-type: none"> ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication. |
| Science | <p>Observing Life Cycles</p> <ul style="list-style-type: none"> ▪ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ▪ Describe the life process of reproduction in some plants and animals. ▪ Plants produce pollen from the stamen (male part of a plant) which is transferred to the stigma and then the ovary (female parts of the plant). ▪ Fertilisation occurs in the ovary of the flower. ▪ Seeds are formed as a result of fertilisation. |
| Art | <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <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. ▪ 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 i.e. 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. |

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| | <p>Printing</p> <ul style="list-style-type: none"> ▪ Create printing blocks by simplifying an initial journal idea. ▪ Use relief or impressed print methods. ▪ Create prints with three overlays. ▪ Work into prints with a range of media, e.g. coloured pencils, pastels and watercolour. <p>Digital Media</p> <ul style="list-style-type: none"> ▪ Use a graphics package to create and manipulate new images. |
| Computing | <p>Design, Create, Manage and Manipulate Digital Content Skills</p> <ul style="list-style-type: none"> ▪ Select, use and combine internet services to create digital 'content' (including programs and systems). ▪ Demonstrate awareness of intended audience in work. ▪ Independently select the most appropriate ICT tools for intended purpose and audience. ▪ Routinely evaluate and improve work as part of the design process. ▪ Use a range of digital devices to produce digital 'content'. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ▪ Understand the importance of content and editing to produce digital content for specific audiences. ▪ Understand that many different devices can be used in isolation and sometimes together to produce digital 'content'. ▪ Understand that you can convert between different formats of files. |
| Computing | <p>Text and Images Skills</p> <ul style="list-style-type: none"> ▪ Develop and use criteria to evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations. ▪ Evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations. ▪ Select suitable text, sounds and graphics from other electronic sources, and import into own work. ▪ Create an outline plan for a non-linear presentation; producing a diagram to demonstrate understanding how pages link and the need for clarity. ▪ Develop the use of hyperlinks to produce more effective, interactive, non-linear presentations. ▪ Use of hyperlinks to produce more effective, interactive, non-linear presentations. ▪ Develop consistency across a document - same style of font, colour, body text, size for headings, etc. ▪ Make effective use of transitions and animations in presentations. Consider their appropriateness and overall effect on the audience. ▪ Independently select, process and import images, video and sounds from a variety of sources to enhance work. ▪ Format and edit work to improve clarity and purpose using a range of tools, e.g. cut and paste, justify, tabs, insert and replace. ▪ Through peer and self-assessment, evaluate presentations and make improvements. ▪ Make use of transitions and special effects in video editing software, understanding the effect on the audience. ▪ Export images, presentations and movies in formats appropriate for the purpose and use them in multimedia presentations. ▪ Plan and create a short animated sequence to communicate a specific idea, using a storyboard and timeline. |

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Knowledge and Understanding

- Understand the importance of evaluation and adaptation of individual features to enhance an overall presentation.
- Understand the potential of multimedia to inform or persuade and know how to integrate words, images and sounds imaginatively for different audiences and purposes.
- Recognise the features of good design in different printed and electronic texts, (e.g. a poster, website, presentation). Talk about design in the context of own work.
- Understand that images, sounds and text can be subject to copyright and abide by copyright rules.
- Know that images (still and moving) can be used to enhance presentations or communicate ideas.
- Understand the differences between object based graphics packages and paint packages.
- Be aware when it is more appropriate to use an object based graphics package or a paint package.
- Discuss and evaluate own and others' images and movies, refining for given audience or task.
- Understand that computers can save digital images, graphics and movies in many different file formats and that some are better suited to certain purposes than others.
- Understand the need for caution when using the Internet to search for images and what to do if unsuitable images are found.
- Know how to take images appropriately and responsibly.
- Understand the implications of copyright and apply this to work.
- Know how to select suitable software tools to accomplish specific goals and tasks.