

Subject	Key Learning
R.E.	<p>Called to change In this topic the children will have the opportunity to know Jesus called people to change and turn away from sin to receive the love of God, know Jesus' teaching on sorrow and forgiveness, know it is not always easy to change, know the Sacrament of Reconciliation is a celebration of God's love and forgiveness, know Lent is a time to change and Ash Wednesday is the beginning of Lent.</p>
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 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 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,

	<p>settlement, and vocabulary linked to chronology.</p> <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>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>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.

	<ul style="list-style-type: none"> ▪ 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, (e.g. <i>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>P.E</p>	<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 - Rounders</p> <p>Send a ball in rounders Receive a ball in rounders Evaluate success Strike a ball in rounders Use simple tactics in rounders Evaluate tactics used in rounders</p>
<p>COMPUTING</p>	<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. ▪ Develop key questions and key words to search for specific

	<p>information to answer a problem, e.g. a question such as 'Where could we go on holiday?' would become a search for 'holiday destinations'.</p> <ul style="list-style-type: none"> ▪ 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.