Subject	Key Learning
RE	**Reconciliation** ▪ To know that sin is a failure of love. ▪ To know that when we sin we hurt ourselves and others and damage our relationship with God; ▪ To understand that God loves and forgives us if we are truly sorry. ▪ To know that God heals our friendship with him and others through the Sacrament of Reconciliation ▪ To know ho0w we can prepare ourselves to receive this sacrament ▪ To know what happens during the Sacrament of Reconciliation ▪ To know that this sacrament enables us to change our behaviour.
DT	**Evaluation of Existing Products** ▪ Research and evaluate existing products (including book and web based research). ▪ Consider user and purpose. ▪ Identify the strengths and weaknesses of their design ideas. **Focused Tasks: Mechanical and Electrical Systems and ICT** ▪ Develop a technical vocabulary appropriate to the project. ▪ Use mechanical systems such as cams, pulleys and gears. ▪ Use electrical systems such as motors. **Design** ▪ List tools needed before starting the activity. ▪ Record ideas using annotated diagrams. ▪ Use models, kits and drawings to help formulate design ideas. ▪ Devise step by step plans which can be read / followed by someone else. ▪ Use exploded diagrams to communicate ideas. ▪ Sketch and model alternative ideas. **Make** ▪ Make prototypes. ▪ Develop one idea in depth. ▪ Use researched information to inform decisions. ▪ Produce detailed lists of components and tools. ▪ Select from and use a wide range of tools. ▪ Cut accurately and safely to a marked line. ▪ Use appropriate finishing techniques for the project. ▪ Refine their product – review and rework/improve. **Evaluation (of their Finished Product)** ▪ Give a report using correct technical vocabulary. ▪ Understand how key people have influenced design. ▪ Consider and explain how the finished product could be improved related to design criteria. ▪ Discuss how well the finished product meets the design criteria of the user. Test on the user.

History	**Chronology** Show their chronologically secure knowledge by: ▪ Sequencing events *(such as inventions)* and periods through the use of appropriate terms relating to the passing of time *(empire, civilisation)*. ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts *(primary source, secondary source, reliability)*. ▪ Analyse connections, trends and contrasts over time. **Events, People and Changes** Show their knowledge and understanding of local, national and international history by: ▪ Gaining historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political religious and social history. ▪ Establishing a narrative showing connections and trends within and across periods of study. ▪ Beginning to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. **Communication** ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. **Enquiry, Interpretation and Using Sources** ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past often exist, giving some reasons for this *(e.g. what evidence do we have, why was it created, and what does it tell us?)*
Science	**Forces - Effects on Movement** ▪ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. ▪ Identify the effects of air resistance, water resistance and friction that act between moving surfaces. ▪ Friction, air resistance and water resistance are forces which slow down moving objects. ▪ Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. ▪ There are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity). ▪ Gravity can act without direct contact between the Earth and an object. ▪ Friction, air resistance and water resistance can be useful or unwanted.

	▪ The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect. ▪ More than one force can act on an object simultaneously (either reinforcing or opposing each other).
Computing	**Computer Science / Computational Thinking** **Skills** ▪ Use repetition and selection in programs. ▪ Use variables in programs. ▪ Design and create programs using decomposition. ▪ Design programs to accomplish specific tasks or goals. ▪ Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs. **Knowledge and Understanding** ▪ Know the meaning of the key terms: – selection. – decomposition. ▪ Know the meaning of logical reasoning. ▪ Know that programs can be represented in different formats including written and diagrammatic. ▪ Understand the need for precision when creating sequences to ensure reliability. ▪ Understand that there are often different ways to solve the same problem or task. ▪ Understand that programming software can create simple and complex simulations. **Online Safety** **Skills** ▪ Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online. **Knowledge and Understanding** ▪ Understand how their own inappropriate conduct can put them at risk whilst online. ▪ Be aware that file sharing is usually illegal due to copyright laws and can also spread viruses.
PE	Gymnastics ▪ 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

PE	Hockey ▪ 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