

Historical, Geographical and Social Understanding

- The Roman Empire and its impact on Britain
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

To be covered during a history week during SATS week

Locational Knowledge

- Locate the world's countries using maps - focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America

Human and Physical Geography

- Describe and understand key aspects of physical geography focusing on volcanoes and earthquakes
- Human geography - Economic activity including trade links

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references to build their knowledge of the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of plans and graphs
- Suggest questions and use a range of geographical skills to help investigate locations
- Describe and begin to explain geographical patterns and physical and human processes
- Collect and record evidence in a variety of ways
- Communicate in ways appropriate to task and audience
- Draw in scale
- Locate information with speed and accuracy
- Use key to make deductions about landscape/industry/features

Focus Religions: Christianity, Aspects of Buddhism and Sikhism

Key Themes:

Autumn - Faith and the arts

Spring - Beliefs in action in the world,

Summer - It matters to me, it matters to others!

- Identify and compare selected features of religions and describe their significance to believers.
- Express beliefs/ideas/feelings using recognised styles of religious expression and describe the meaning of the symbolism used.
- Expressing own reflections in light of learning.
- Demonstrate critical awareness and respect for different views, feelings, values, commitments.
- Use vocabulary to describe some key features of religions, recognising similarities and differences.
- Make links between beliefs and sources, including religious stories and sacred texts.
- Begin to identify the impact religion has on believers' lives.
- Describe some forms of religious expression.

Scientific and Technological Understanding

Living things and their habitats

- 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.

Animals, including humans

- Describe the changes as humans develop to old age.

Properties and changes of materials

- 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
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Earth and Space

- 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 and the apparent movement of the sun across the sky.

Forces

- 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
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Design

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Generate own ideas by collecting and using information

Make

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Technical Knowledge

- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Cooking and Nutrition

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Understanding the Arts

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Observational drawing

- Accurate recording of shape, line, pattern, form and texture
- Create a landscape with accurate perspective, scale, texture/shading
- Show differences between light and shade
- Use water colours to create landscapes
- Create accurate drawings of faces (perspective, scale and orientation)
- Learn different ways to apply tone to a portrait (different ways to create tones)
- Experiment with graphite sticks, charcoal, chalk and a range of drawing pencils.
- Learn how to create 3D images with the use of changing tone and shading

Compare and comment on ideas, methods and approaches in own work

- Begin to plan and explain what is hoped for and how it might be achieved
- Make choices about materials and processes to be used

Communicate ideas and meanings

- Understand that art has been used as a means of communicating, telling stories and passing on information by many cultures throughout history

- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- Maintain a melody within a 2-part song.
- -Perform with left-right hand coordination.
- -Internalise pulse.
- -Refine and record pieces using notations, accompaniments and extended melodies.
- Explore, compose, record and perform using ICT

PE

Run, jump, throw and catch in isolation and in combination

Throwing and catching –

- Can accurately throw a small ball – underarm or overarm- at a target
- Field a rolling ball by chasing after it
- Aim at a target approx 2-3 metres away using overarm or underarm throw
- Can catch a large ball being passed from a partner on the move

Kicking

- Can signal for a pass with one hand
- Can dribble a large ball with the feet in controlled manner
- Can pass a large ball confidently using the front of the foot
- Can receive a pass from a large ball with the foot and control it from a stationary position
- Can pass a large ball to a moving target

Jump

- Jump for height using arms to assist from standing

Run

- Pace themselves in challenges and competitions
- Accelerate quickly to maximum running speed
- Can mark an opponent
- Can use pivoting in a game situation

Take part in outdoor and adventurous activity challenges both individual

- Use a range of orienteering skills and problem solving skills
- Take part in outdoor activity challenges
- Collaborate with others to meet challenges

Perform safe self-rescue in different water-based situations

Use a range of strokes effectively

Swim competently, confidently and proficiently over a distance of at least 25 metres

- Pace themselves in floating and swimming challenges (Inc. survival)

Perform dances using a range of movement patterns

- Create and perform dances using a range of movement patterns
- Respond to a range of stimuli and accompaniment

Develop flexibility, strength, technique, control and balance (e.g. athletics and gym)

- Change pace
- Perform fluent, sequence / motif with partner in unison
- **Play competitive games, modified where appropriate- be able to apply basic principle suitable for attacking and defending**
- -Practice skills with an opposition playing small sided games (groups of 3-5) under slight pressure
- Adapt attacking and defending principles to a variety of invasion games such as basketball, football, *hockey*, netball and tag rugby.
- Play and modify small sided games
- Collaborate effectively to maintain participation & continuity in game play
- Can work effectively in pairs and small teams
- Describe and suggest improvements to own game
- Know and describe intentions to a game

Understand the particular benefits of different physical activities for promoting health

- Understand that regular exercise improves health, strengthens bones and muscles
- Know the importance of warming up

Computing

- To share their ideas by presenting information in different forms.
- Design write and debug programs that accomplish specific goals, including controlling or simulating simple physical systems. Solve problems by decomposing them into smaller parts.
- Check data for plausibility by questioning unexpected outputs (Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms in programmes)
- Mouse control
- Review, modify and evaluate their work, using appropriate vocabulary
- To know how to stay safe when using ICT
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

MFL

- How to use their knowledge of a foreign language creatively and imaginatively.
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

PHSE

New beginnings
Going for goals
Relationships
Good to be me
Getting on and falling out
Changes
Saying no to bullying