

<p><b><u>Events</u></b></p> <p>-</p>	<p><b><u>RE &amp; Values</u></b></p> <p><b><u>RE:</u></b></p> <p><b><u>Values:</u></b></p> <p><u>Jan:</u> Year A: Year B:</p> <p><u>Feb:</u> Year A: Year B:</p> <p><u>March:</u> Year A: Year B:</p> <p><u>April:</u> Year A: Year B:</p>	<p><b><u>History:</u></b></p> <p>Knowledge and understanding of past events, people and changes in the past:</p> <ul style="list-style-type: none"> <li>- Shows knowledge and understanding by describing features of past societies and periods.</li> <li>- Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</li> <li>- Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</li> <li>- Describe how some of the past events/people affect life today.</li> </ul> <p><b><u>Geography:</u></b></p> <p><b><u>Location knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and N/S America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</li> </ul> <p><b><u>Human and physical geography:</u></b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts.</li> </ul> <p><b><u>Geographical skills and fieldwork:</u></b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>- Learn the 8 points of a compass, and 4-figured grid references (PE/maths links).</li> <li>- Use fieldwork to observe, measure and record human and physical features in a local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<p><b><u>Computing: Keeping informed</u></b></p> <ul style="list-style-type: none"> <li>- To know the difference between data and information.</li> <li>- To understand that dataloggers and sensors show and record changes in environmental conditions.</li> <li>- To understand that dataloggers and sensors and the related software can support analysis of environmental data.</li> <li>- To understand that digital tools such as microscopes and cameras can support investigational work.</li> <li>- To understand that selection is used in branching databases to sort and classify objects based on their characteristics.</li> <li>- To develop high-level questioning based on the key characteristics of objects.</li> <li>- To understand flat-file databases are structured into files, records and fields and that this supports organisation and searching.</li> <li>- To understand that using electronic databases can improve efficiency in organising information.</li> <li>- To know database records can be sorted to answer questions.</li> <li>- To understand that using electronic databases can improve efficiency in searching for information.</li> <li>- To understand database fields can be defined as different types which can supports accurate data entry and effective querying.</li> <li>- To understand the need for accuracy when creating databases.</li> <li>- <i>To review and evaluate their work, checking for accuracy, making corrections.</i></li> <li>- <i>To use appropriate file-name conventions and understandable folder structure to save, organise and retrieve their work.</i></li> <li>- <i>To understand the school's eSafety rules and to know what to do in the event of an incident at home or school.</i></li> </ul>		<p><b><u>Design and Technology:</u></b></p> <p><b><u>Planning and investigation:</u></b></p> <ul style="list-style-type: none"> <li>- Investigate similar products to the one to be made to give starting points for a design</li> <li>- Draw/sketch products to help analyse and understand how products are made</li> <li>- Think ahead about the order of their work and decide upon tools and materials</li> <li>- Plan a sequence of actions to make a product</li> <li>- Record the plan by drawing (labelled sketches) or writing</li> </ul> <p><b><u>Food:</u></b></p> <ul style="list-style-type: none"> <li>- Develop sensory vocabulary/knowledge using: smell, taste, texture and feel.</li> <li>- Analyse the taste, texture, smell and appearance of a range of foods.</li> <li>- Follow instructions.</li> <li>- Make healthy eating choices from and understanding of a balanced diet.</li> <li>- Join and combine a range of ingredients, eg snack foods.</li> <li>- Work safely and hygienically.</li> <li>- Measure and weigh ingredients appropriately.</li> </ul> <p><b><u>Evaluation:</u></b></p> <ul style="list-style-type: none"> <li>- Identify the strengths and weaknesses of their design ideas</li> <li>- Decide which design idea to develop</li> <li>- Consider and explain how the finished product could be improved</li> <li>- Discuss how well the finished product meets the design criteria and how well it meets the needs the needs of the user.</li> </ul>

## PE

### Athletics (link to sports day)

- Beginning to build a variety of running techniques and use with confidence.
- Can perform a running jump with more than one component, eg hop, skip, jump (triple jump).
- Demonstrates accuracy in throwing and catching activities.
- Describes good athletic performance using correct vocabulary.
- Can use equipment safely and with good control.

## Music

### Wider opportunities: cello / tenor horn (other aspects to be completed through class teaching)

- Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).
- Perform with control and awareness of what others are singing/ playing.
- Improvise within a group using more than 2 notes.
- Compose and perform melodies using three or four notes.
- Make creative use of the way sounds can be changed, organised and controlled (including ICT).
- Create accompaniments for tunes using drones or melodic ostinati (riffs).
- Create (dotted) rhythmic patterns with awareness of timbre and duration.
- Listen to several layers of sound (texture) and talk about the effect on mood and feelings.
- Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.
- Know how pulse stays the same but rhythm changes in a piece of music.
- Combine sounds expressively (all dimensions).
- Know that sense of occasion affects performance.
- Describe different purposes of music in history/ other cultures.

## MFL

- Understand a range of familiar spoken phrases, eg basic phrases concerning myself/family/school.
- Answer simple questions and give basic information, eg about the weather/brothers and sisters/pets
- Know how to pronounce single-letter sounds.
- Show an awareness of sound patterns.
- Be clearly understood.
- Understand some familiar written phrases, eg simple weather phrases, basic descriptions of objects.
- Write one or two short sentences with support, eg shopping list, holiday greetings, email/postcard.
- Begin to spell some commonly-used words correctly.
- Identify similarities and differences in my culture to that of another.
- Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.



## Science:

### Teeth and digestion:

- identify a wider range of body parts, including some internal organs (large intestine, small intestine, brain, lungs, heart, stomach, oesophagus)
- locate and name the different organs in the digestive system
- describe the role of each organ in the digestive system
- **describe the simple functions of the basic parts of the digestive system in humans**
- *explain why food needs to be broken down*
- recognise they need to take care of their teeth
- name the different types of teeth
- describe the role of each type of teeth in digestion
- **identify the different types of teeth in humans and their simple functions**
- explain how they should look after their teeth and recognise why they need to do so
- *explain why dentists are concerned about the amount of sugar children have*
- state that animals have different diets and may have different kinds of teeth
- *explain how fossilised teeth give us clues about an animals' diet*
- *explain why the teeth of certain types of animals need to be different*
- *explain why humans do not have a full set of adult teeth at births*

### Solids, liquids and gases:

- name some solids and liquids
- state that air is a gas
- state some differences between solids, liquids and gases
- recognise everyday substances as mixtures of solids, liquids and/or gases
- recognise that air is a material and that it is one of a range of gases which have important uses
- recognise that gases flow from place to place
- know that gases can be easily compressed
- describe the differences between solids and liquids
- *describe the behaviour and properties of gases*
- compares simple solids and liquids (e.g. in terms of ease of squashing or pouring)
- **compare and group materials together, according to whether they are solids, liquids or gases**
- *make clear distinctions between the properties of solids, liquids and gases*
- *explain why granular solids have some of the properties associated with liquids*
- *explain why some substances are hard to classify as solids, liquids and gases (e.g. whipped cream, mousse, mayonnaise, muddy water, fizzy drinks, cornflour and water)*
- *observe what happens to a variety of materials when they are heated (e.g. chocolate, ice cream, butter, water)*
- identify a wide range of contexts in which changes of state take place describe a few examples where these changes occur
- recognise that for a substance to be detected by smell, some of it must be in the gas state