

<p>Events Daily Move A Mile Swimming - weekly KS2 Christmas Open Classrooms</p> <p>CLASS TEACHERS TO ADD EVENTS</p>	<p>RE & Values Light as a symbol</p> <p>Nov – Unity / Courage Dec – Humility / Appreciation</p>	<p>Science</p> <p>Science – Force Identify weight as a force. Identify that force is measured in Newtons. Name simple forces such as gravity, friction and air resistance. Recognise that more than one force can act on an object. Draw force diagrams with arrows showing the direction of forces acting on an object. Observe and explore the effect of several forces on objects. Recognise that air resistance slows things down. Recognise that friction can be useful or not useful.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Describe some situations in which there is more than once force acting on an object. Describe and explain the motion of some familiar objects in terms of several forces acting on them. Identify forces on an object as either balanced or unbalanced. Use the terms ‘balanced’ and unbalanced’ when describing several forces on an object. Explain that balanced forces on an object cause it to remain stationary or travel at the same speed. Explain that unbalanced forces on an object cause it to speed up, change shape or slow down.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Understand that air resistance is the frictional force of air on objects moving through it. Describe some of the factors that increase friction between solid surfaces and increase air and water resistance. Describe situations in which frictional forces are helpful as well as those in which frictional forces are unhelpful. Compare the tread on bicycle tyres according to how much friction they need. Identify streamlined objects and describe why they have been designed in this way (e.g. cycling helmets, formula 1 cars, dolphins).</p>
<p>Computing - Databases To investigate how “big data” is used in our world. To understand file extensions can identify software used to create a file, but files may be accessed/edited using other software. To understand computers store/process data as 0s and 1s, known as binary form. To have a broad understanding of the school’s computer network and the role of the server/master computer. To understand network devices can be identified by IP address. To understand that we can use tools to improve the accuracy and efficiency of our digital searching. To understand any internet activity leaves a permanent trail. To understand that databases provide a way to store, organise, retrieve and analyse sets of data. To understand database structure determines the queries it can answer. To understand the stages in database development. To organise their work confidently in agreed locations, using appropriate file-naming conventions and folder structures. To save drafts of their work and use these to support critical review through which they evaluate and improve their work. To understand some of the ways they can use to report concerns about content and contact.</p>		<p>History Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods. Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied. Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>

PE

Swimming

Swims competently, confidently and proficiently over a distance of at least 25 metres
Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
Performs safe self-rescue in different water-based situations.

Games

Vary skills, actions and ideas and link these in ways that suit the games activity.
Shows confidence in using ball skills in various ways, and can link these together.
Uses skills with co-ordination, control and fluency.
Takes part in competitive games with a strong understanding of tactics and composition.
Can create their own games using knowledge and skills.
Can make suggestions as to what resources can be used to differentiate a game.
Apply basic skills for attacking and defending.
Uses running, jumping, throwing and catching in isolation and combination.

Evaluation

Watches and describes performances accurately.
Learn from others how they can improve their skills.
Comment on tactics and techniques to help improve performances.
Make suggestions on how to improve their work, commenting on similarities and differences.

Healthy Lifestyle

Can describe the effect exercise has on the body
Can explain the importance of exercise and a healthy lifestyle.
Understands the need to warm up and cool down.

Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Asks a range of questions about the past.

Chooses reliable sources of evidence to answer questions.

Realises that there is often not a single answer to historical questions.

Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.

Uses dates and terms accurately.

Chooses most appropriate way to present information to an audience.

Geography

Location Knowledge

Locate the main countries in Europe and North or South America. Locate and name principal cities.

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day

Art

Generic Skills

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

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.

Collage

Add collage to a painted, printed or drawn background

Use a range of media to create collages

Use different techniques, colours and textures etc when designing and making pieces of work

Use collage as a means of extending work from initial ideas

Textiles

Use fabrics to create 3D structures

Use different grades of threads and needles

Experiment with batik techniques

Experiment with a range of media to overlap and layer creating interesting colours and textures and effects

D&T

Planning

Investigate products/images to collect ideas

Sketch and model alternative ideas

Develop one idea in depth

Plan the sequence of work using a storyboard

Record ideas using annotated cross-sectional diagrams

Use models, kits and drawings to help formulate prototypes & pattern pieces

Textiles

Create 3D products using pattern pieces and seam allowance

Understand pattern layout

Decorate textiles appropriately often before joining components

	<p>Pin and tack fabric pieces together Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision) Make quality products</p> <p>Evaluation Use the design criteria to inform their decisions about ways to proceed Justify their decisions about materials and methods of construction Reflect on their work using design criteria stating how well the design fits the needs of the user Identify what does and does not work in the product. Make suggestions as how their design could be improved</p>
<p>Music – War Time Songs Show control, phrasing and expression in singing. Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Know how pulse, rhythm and pitch fit together. Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</p> <p>Singing Assembly Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p>	<p>MFL (French) Understand the main points from a spoken passage made up of familiar language. Ask and answer simple questions Talk about personal interests. Know how to pronounce some letter strings. Understands the main point(s) from a short written text. Match sound to print by reading aloud familiar words and phrases. Use a book or glossary to find out the meanings of new words. Write a few short sentences with support using already learnt. Spell words that are readily understandable. Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country.</p> 