

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Science</b>	<p><b>FORCES</b></p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p><b>LIGHT</b></p> <p>recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><b>ELECTRICITY</b></p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram</p>	<p><b>LIVING THINGS AND THEIR HABITATS</b></p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>LIVING THINGS AND THEIR HABITATS</b></p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p>	
	<p style="text-align: center;"><b>WORKING SCIENTIFICALLY</b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>					
<b>History</b>	<p><b>ANCIENT GREECE</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the legacy of Greek political system on later periods in British history, including the present day</p> <p>a study of Greek life and achievements and their influence on the western world</p> <p>note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>understand how our knowledge of the past is constructed from a range of sources</p>		<p><b>WORLD WAR II</b></p> <p>a study of World War II, how it was significant in our locality</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Battle of Britain</p> <p>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>		<p><b>ANCIENT MAYAS</b></p> <p>a non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p> <p>note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>understand how our knowledge of the past is constructed from a range of sources</p>	

	develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied					
<b>Geography</b>	<b>AMAZING AMERICAS</b> Locational knowledge: locate the world’s countries, using maps to 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 of the United Kingdom, and a region within North or South America Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		<b>MOUNTAINS</b> Locational knowledge: locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features including hills and mountains and understand how some of these aspects have changed over time Human and physical geography: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		<b>OUR CHANGING WORLD</b> Locational knowledge: locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Human and physical geography: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
	<b>RE</b>	<b>ISLAM</b> What is the best way for Muslims to show their commitment to God? (DRE)	<b>CHRISTIANITY</b> The Kingdom Of God (UC)	<b>CHRISTIANITY</b> Salvation – What Difference Did The Resurrection Make? (UC)	<b>CHRISTIANITY</b> Gospel – What Would Jesus Do? (UC)	<b>ISLAM</b> Does Belief In Akirah Help Muslims Lead Good Lives? (DRE)
<b>PSHE</b>	<b>VIPs</b> create a list to show different ways we can care for our VIPs; show a calming technique on a poster;	<b>SAFETY FIRST</b> appreciate what being responsible means; assess a situation for the level of risk; appreciate that doing something risky may lead to danger;	<b>DIGITAL WELLBEING</b> explain how they can look after their digital wellbeing; discuss how to stay safe, healthy and happy online and when they use digital technology;	<b>THINK POSITIVE</b> describe how their thoughts, feelings and behaviours influence each other; explain the range and intensity of their feelings to others;	<b>ONE WORLD</b> explain how to be a responsible global citizen; describe what can be done to help prevent global warming from getting worse;	<b>GROWING UP</b> explain how to look after their bodies during puberty. name some ways to cope with new or difficult emotions.

	<p>discuss how a disagreement could either be avoided or handled; write and explain what to do when feeling pressured; identify and discuss which secrets are OK to keep and which should be shared; identify healthy and unhealthy relationships.</p>	<p>identify people who can help us in an emergency; understand the importance of taking action to reduce the risk of harm; explain how we know which substances around the home contain chemicals ; identify safety precautions that can be taken when using roads, railways or water.</p>	<p>explain how to develop safe, respectful and healthy online relationships; understand how to use social media responsibly; identify online bullying behaviours and talk about what they can do to help themselves and others if it is seen or experienced; describe strategies they can use to assess the reliability of online information and images.</p>	<p>name some strategies to deal with unhelpful thoughts; know how to make an informed choice; appreciate how making good choices can make us happy; understand how mindfulness techniques can be used in their everyday lives; describe the difference between a growth mindset and a fixed mindset; identify strategies for facing a challenge.</p>	<p>explain how energy use can be changed to help the environment; detail the responsible use of water; understand the importance of biodiversity; describe the impact of their choices for people and places across the world.</p>	<p>describe some of the ways in which the media fuels the notion of a perfect body. describe the different types of loving relationships that exist. explain the laws around sexual relationships. explain what contraception is, how it is used and what it is used for. use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation. use scientific vocabulary to accurately explain how babies are made and how they are born. describe the process from conception to birth and the needs of the foetus</p>
<p><b>Computing</b></p>	<p><b>FILM MAKING</b> use and combine a variety of software (iMovie, Pages, Camera) on iPads to design and create a film</p>	<p><b>SCRATCH: DEVELOPING GAMES</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  use sequence, selection, and repetition in programs; work with variables and various</p>	<p><b>SPREADSHEETS</b> use Microsoft Excel/ Apple Numbers on a iPads and laptops to create systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><b>USING AND APPLYING SKILLS</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>		

		forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		
	<b>ONLINE SAFETY</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact			
<b>Art</b>	<b>NORTH AND SOUTH AMERICAN ART</b> 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 collage with pencil, paper and paint	<b>PLANTS AND FLOWERS</b> 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 printing, dying (using natural resources) and sculpture		<b>ARTIST STUDY - Rousseau</b> about great artists, architects and designers in history 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 painting
<b>Design &amp; Technology</b>	<b>FELT PHONE CASES</b> <b>Design</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces <b>Make</b> select from and use a wider range of tools and equipment to cut and sew select from and use a wider range of materials and components - textiles according to their functional properties and aesthetic <b>Evaluate</b> Evaluate ideas and products against own design criteria and consider the views of others to improve work. <b>Technical Knowledge</b> Apply understanding of how to strengthen, stiffen and reinforce more complex structures.			<b>SEASONAL COOKING</b> 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.
<b>Music</b>	<b>DEVELOPING MELODIC PHRASES</b>	<b>UNDERSTANDING STRUCTURE AND FORM</b>	<b>GAINING CONFIDENCE THROUGH PERFORMANCE</b>	<b>EXPLORING NOTATION FURTHER</b>

<p><b>PE</b> * In some cases we may take advantage of sport specialists/ coaches which may replace our second (bottom) unit</p>	<p><b>CRICKET</b></p> <p>I can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use a wider range of fielding skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>	<p><b>FOOTBALL</b></p> <p>I can create and use space to help my team.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use marking, tackling and/or interception to improve my defence.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p><b>DANCE</b></p> <p>I can choreograph a dance and work safely using a prop.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p>	<p><b>GYMNASTICS</b></p> <p>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>I can create and perform sequences using compositional devices to improve the quality.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can work collaboratively with others to create a sequence.</p> <p>I understand how to work safely when learning a new skill.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner.</p>	<p><b>TAG RUGBY</b></p> <p>I can create and use space to help my team.</p> <p>I can pass and receive the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can tag opponents individually and when working within a unit.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p><b>ATHLETICS</b></p> <p>I can compete within the rules showing fair play and honesty.</p> <p>I can help others to improve their technique using key teaching points.</p> <p>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>I can perform jumps for distance using good technique.</p> <p>I can select and apply the best pace for a running event.</p> <p>I can show accuracy and good technique when throwing for distance.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I use different strategies to persevere to achieve my personal best.</p>
	<p><b>HANDBALL</b></p> <p>I am confident to lead others and can contribute appropriate ideas to group work.</p> <p>I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals.</p>	<p><b>NETBALL</b></p> <p>I can create and use space to help my team.</p> <p>I can pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p>	<p><b>FITNESS</b></p> <p>I can change my running technique to adapt to different distances.</p> <p>I can collect, record and analyse scores to identify areas where I have made the most improvement.</p> <p>I can work with others to organise, manage</p>	<p><b>VOLLEYBALL</b></p> <p>I am confident to make decisions when refereeing.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p>	<p><b>BADMINTON</b></p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p>	<p><b>SWIMMING</b></p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p>

	<p>I can create and use space to help my team to maintain possession and create scoring opportunities. I can perform a range of skills with control and can select the appropriate action for the situation under pressure. I can work in collaboration with others to self-manage games so that they run smoothly. I recognise my own and others' strengths and areas for development and can suggest ways to improve. I use the rules of the game honestly and consistently when playing and refereeing.</p>	<p>I can use marking, and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>and record information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges.</p>	<p>I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I can perform safe self-rescue in different water-based situations.</p>
<p><b>MFL - French</b></p>	<p><b>ALL ABOUT OURSELVES</b></p> <p>listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases appreciate stories, songs, poems and rhymes in the language write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>		<p><b>SCHOOL LIFE</b></p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>		<p><b>LET'S VISIT A FRENCH TOWN</b></p> <p>listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words speak in sentences, using familiar vocabulary, phrases and basic language structures present ideas and information orally to a range of audiences appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	