



Science – Forces

To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

History - Local History

To place events and people in chronological order
To use the language of time in relation to a time-line.
To use key words and phrases from the time period I am telling someone about.
To choose aspects of historical information to organise, summarise and present.
To present factual knowledge of British life since 1066
To learn about The Battle of Hastings, Industrial Revolution, WW1, WW2 and main events from the 1930s
To highlight similarities and differences between the thirties and nowadays

R.E.

Life as a Journey (including Non –Christian Faith Unit – Pilgrimage)

To understand the ways in which having faith effects your life from simple daily routines to bigger choices and rites of passage;
To be able to explain how having faith makes an impact of the life of a Christian.
To reflect on their life journey so far, and describe and explain their hopes for the future.

Christmas – Advent

To be able to describe the Symbolism, practices, beliefs and themes of the season of Advent;
To know the distinctive beliefs between Jews and Christians with regard to Jesus as the Messiah;
To know the story of John the Baptist;
To consider what the message of John the Baptist would be today;
To know the story of Mary;
To be able to highlight the similarities and differences in beliefs between two Christian denominations on the subject of Mary.
To consider what they can learn from the lifestyle and message of John the Baptist;
To be able to raise questions about truth, values, meaning and belief;
To be able to express what their hopes and dreams are for the future and why.

Computing

E- Safety Week

To be aware of the risks to using the internet
To learn about social networks and appropriate uses of such sites
To learn what cyberbullying is
To learn what copyright is
To learn the risks of playing online games and know how to protect themselves

Stocks and Shares

To learn what stocks and shares are
to learn how to interpret data presented to them
to learn how stocks and shares are bought and sold
to learn how to research share prices
to decide where to invest their money
to create a presentation explaining their reasons for their investment
to learn how to deliver their 'pitch' to the class
to explain their investment strategy
to learn how to monitor and record their investments performance.
To decide whether to change their investment strategy or continue with it.
To evaluate the performance of their investment.

Young Authors

To understand the use of illustration in children's books.
To learn how to research different illustrators and try to reproduce their own versions
To learn how to plan their own story
To learn how a mind map can help detail their ideas
To learn how to use a storyboard and structure tools
To learn how to use the app Book Creator
To learn how to use book creator to create a book and illustrate
To learn how to add audio to their books
To learn how to publish their completed books
To evaluate and give feedback to each other

D.T. – Anderson Shelters

To investigate a range of successful shelters, including Anderson shelters using different sources
To investigate how materials and components have been used and compare properties.
To plan and develop ideas for a sturdy structure, thinking about ways to reinforce the structure.
To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if first attempts fail.
To use a range of tools safely and accurately.
To think about how the product looks and how it would be disguised in order to be successful.

Art – Artist Study -Lowry

To gain an introduction to the life and work of Lowry.
To record using others work as a stimulus.
To question and make thoughtful observations about starting points for their work.
To identify visual and other information they will need to help them develop their ideas.
To identify how they will collect the information they need.
To identify how to select from first hand observations & how to explore ideas for different purposes.
To select and record from first hand observation
To collect visual and other information to help them develop their ideas.
To evaluate own work and that of others.

Music **Roundabout –** **Exploring Rounds** **Journey Into Space –** **Exploring Sound Sources**

Britishness

To understand the right to Free Speech
To elect a Committee with Officers
To understand how modern Living Britons
To understand how Local Government Works
To understand the role of Britain in Europe
To know some Great British Pop Songs
To know how to Keep Healthy
To know how to support the family by helping at home.
To know about The Unspoken
British Class System

P.E. **Football**

To learn how to move whilst keeping a football under control
To learn how to stop a football
Pupils will learn how to control the football
To learn different ways of controlling the football with their feet
To learn how to pass a football with accuracy to a team mate
To learn the correct technique for a football pass
To learn how to shoot a stationary football
To learn how to shoot a moving football
To learn advanced passing and receiving

P.E. **Gymnastics**

To move out of different balance using different actions
To choose and link two balances, moving out of each in two different ways, and two travelling actions
To add changes of dynamic to their sequence
To record their own sequence
To perform a variety of actions using symmetrical and asymmetrical body shapes
To combine actions showing contrasting body shapes
To adapt a sequence to work with a partner or small group
To assess others work using criteria and suggest improvements
To perform a variety of symmetrical and asymmetrical body shapes using apparatus
To explore, select and link actions showing contrasting body shapes using apparatus
To adapt a sequence to work on another piece of apparatus
Observe and copy ideas
To perform a set sequence
To perform a set sequence to music
To work in small groups to perform simultaneous individual sequences to music
To compose a set sequence in pairs
To perform the sequence in unison with a partner
To describe how the sequence was put together

P.E. **Hockey**

To learn the correct grip when holding a hockey stick
To develop their understanding of basic hockey rules
To learn how to pass a hockey ball using the push pass technique
To develop their ball control skills in a small sided game
To learn how to shoot in hockey
To be able to shoot accurately and effectively in hockey
To learn the correct technique when dribbling a ball in hockey
To be able to effectively dribble a ball with a hockey stick
To learn how to tackle safely and correctly in hockey
To be able to tackle effectively in a game situation
To be able to demonstrate all the hockey skills they have learnt
To create their own drills/games which will improve one or more skills in hockey

P.E. **Dance**

To create and perform dances using a range of movement patterns, including those from different times, places and cultures
To respond to a range of stimuli and accompaniment.
To explore shapes and movement suggested by a piece of music.
To explore partner dance moves for the middle section of the dance.
To explore ways to finish a dance.
To identify what makes a performance effective
To suggest improvements based on this information
To develop the dance ready to perform to an audience
To compare own dance to performance by a professional company



Science - Evolution &

Inheritance

To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
To recognise that living things have changed over time.

Geography - Rainforests

To use maps atlases and globes
Identify the physical and human features of a place
To use a range of secondary sources to find information
To use geographical vocabulary how land and buildings are used
To recognise that the rainforest is a valuable source of natural products
recognise how places are linked to other places in the world
To recognise that some areas of the Brazilian rainforest are being destroyed
To begin to understand the scale of deforestation in the Amazon Basin
To begin to understand that local actions can have global implications

R.E.

Eucharist

To know why Christians celebrate the Eucharist service;
To be able to highlight the links between the Eucharist service and the Last Supper;
To know the similarities and differences within and between the way Christian denominations celebrate the Eucharist;
To be able to show understanding of the Christian practices and beliefs revealed in the celebration of the Eucharist.
To be able to link the Christian beliefs about belonging, truth, purpose and commitment to the words and actions of the Eucharist service;

Easter – Who Was Jesus?

To be able to use Bible passages as a source to discover the answer to the question 'Who was Jesus?'
To express the opinions of others today and in the past when answering the question 'Who was Jesus?'
To be able to use a developing vocabulary to show that they understand Christian beliefs about Jesus;
To be using a wide range of religious vocabulary to explain the impact of religion on people's lives.
To be given opportunity to express their views on the challenges of belonging to a religion;
To be able to ask good questions about meaning purpose and truth .

Computing

Appy Times

To learn about wearable technology and develop an initial idea for their own wearable technology.
To design their idea using 'junk.'
To create a mock up of their interface.
To develop skills in managing and manipulating images, audio and video
To complete their video.
To complete a class presentation

Let's learn a New Language

To learn about coding and the job of a coder.
To learn about Javascript.
To write and adapt programs using Javascript.
To write and adapt programs using Python.

Science - Living Things &

Habitats

D.T. - Puppets

To investigate a range of rainforest animals
To design a rainforest animal that is suitable to its surroundings
To investigate moving puppets (marionettes)
To know that many different materials can be used on a product
To begin to plan using a mood board what they will need for their animal
To make a joining mechanism that allows movement.
To make a model out of paper and cellotape of the joining mechanism
To make puppets with moving parts.
To self assess their work and evaluate their own work against an agreed success criteria.

Art - Rainforest Montage

To learn the term montage and understand what it means.
To research montage examples.
To select images on a theme.
To combine images and different media to form a finished piece of work.
To use the work of others as a starting point.

Music

Songwriter –

Exploring Lyrics and Melody

Cyclic Patterns –

Exploring Rhythm and Pulse

P.E.

Gymnastics

To perform actions on 'contrasting' partner pathways
To synchronise movements with a partner
To adapt the timing of a sequence to that of a partner
To identify their own focus for improvement
To perform actions in unison and canon
To combine different actions performed in unison and in canon
To explore, select, link and synchronise actions in unison and in canon
To record their own and others sequences
To perform actions in unison and canon
To combine different actions performed in unison and in canon
To explore, select, link and synchronise actions in unison and in canon
To record their own and others sequences
To counter balance using push and pull forces
To explore ways of counter balancing
To select and synchronise ways to counter balance with a variety of linking movements
To observe, assess and give constructive feedback on the performance of others
To explore ways to get and perform flight from hands
To combine other actions with flight from hands
To select actions to compose a sequence including flight from hands
To assess others success in meeting the task
To combine a range of actions, dynamics, relationships and pathways in individual, partner and group work
To select preferred aspects of learning
To prepare to perform a class composition

P.E.

Tag Rugby

To know how to Run with the ball and grip

- Holding the Ball (Grip)
- When to run with the ball.
- Develop Communication
- change direction and speed when running with the ball

To use combined passing & holding the ball

- When & how to pass
- When to run with the ball.
- Develop Communication
- Use a range of tactics to keep possession
- Use a range of techniques when passing
- Change direction and speed when running with the ball

To Move with the Ball introducing tagging

- Movement with the Ball (Changing Direction, Speed, Dodging)
- Movement without the Ball
- (Introduce Support & Communication)
- Introducing tagging (extended)
- Introducing touch (emerging)
- Develop specific defending "tagging" skills and apply in a game

To introduce basic attacking & defending tactics

- Outwitting – Pass or Run?
- Tagging / Touch
- Make & Use Space
To make own rules for own games which they can explain and teach others
To use a range of techniques when passing
- To change direction and speed when dribbling the ball
- To use a range of tactics to keep possession and get into positions to shoot and score
- To have simple plans they know they can make work

P.E.

Golf

To control the direction of the ball using both a putter and a chipper.
To understand where to stand safely when playing Tri-Golf games.
To control the distance of the ball using both putter and chipper.
To use a putter as a unit of measurement.
To control the distance of the ball in the air using a chipper.
To control the distance and height of the ball using a chipper.
To identify the importance of persevering on a task.
To work together as a team, measure out and build a challenge.
To demonstrate a challenge to their peers.
To demonstrate their understanding of aim and distance control through taking part in a number of skills challenges.
To identify how they concentrated on a task.

P.E.

High 5's

To develop their basic throwing and catching skills
To develop their understanding of the rules and regulations in High 5
To develop their footwork and movement skills
To develop changing direction skills
To develop their high 5 shooting technique
To know how to pivot to change direction
To develop their centre pass tactics and techniques
To know the shooting technique in high 5
To be able to explain and demonstrate the correct shooting technique in high 5



Science - Animals Incl Humans

To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
To describe the ways in which nutrients and water are transported within animals, including humans

History - Non –European Society – Islamic Culture AD 900

To suggest what life was like in 900AD.
To compare what Baghdad used to be like with a modern day example.
To test whether hypotheses were correct.
To find about some of the inventions at the time and how they still impact today.
To find out about Muḥammad ibn Mūsā al-Khwārizmī. (Biography literacy link)
To know what the House of Wisdom was and to understand that it drew on the work of philosophers such as Plato.

R.E. Passover

To know about the celebration of Passover.
To learn the history behind Passover.
To learn how Passover is prepared for and celebrated.
To understand the links between Passover and The Last Supper.
To learn the story of the Exodus.
To participate in and experience Passover.

People of Faith

To know and be able to describe the characteristics of a person of faith;
To be able to interpret Bible stories and explain how that story answers questions about what it means to have faith;
To research the lives of people of faith and be able to link their choices, values and actions to their beliefs;
To use an increasingly wide religious vocabulary to explain what motivates people of faith and in what ways they inspire others;
To be able to express what they feel would be the opinion of a Christian on an issue discussed i.e. fairtrade.
To be able to raise and suggest answers to big questions;
To be able to explain in what ways the people of faith they researched inspired them;
To express and explain their own opinion on an issue such as fairtrade or slavery;
To be able to talk about who inspires them and why.

Computing Appy Times 2

To learn the fundamentals of visual coding and problem solving.
To learn how to create their own Flappy game.
To learn how to create a game guided by an online tutorial using Touch Develop.
To learn how to use Xcode to make a simple game.
To learn how to create a simple app for Android.

Heroes and Villains

To learn what Scratch is
To learn what a sprite is
To learn how to input and animate
To learn about variables
To learn about sensors
To learn about conditional statements and operators

<p><u>Geography - Coasts</u> Use maps atlases and globes Identify the physical and human features of a place To use a range of secondary sources to find information use geographical vocabulary how land and buildings are used recognise that the rainforest is a valuable source of natural products recognise how places are linked to other places in the world recognise that some areas of the Brazilian rainforest are being destroyed begin to understand the scale of deforestation in the Amazon Basin begin to understand that local actions can have global implications</p>	<p><u>Art -Tie Dye</u> To know that textiles can be dyed to change their appearance. To explore how tie-dye is used in other cultures. To learn about the process involved in tie dying. To use the correct vocabulary. To apply and evaluate their previous experiences with tie-dying and choose one particular method for their own work. To be aware of the pattern in tie-dye. To compare ideas and methods in their own and others work. To say what they might think and feel about them.</p>	<p><u>D.T. Mechanisms – Controlled Vehicles</u> To investigate and disassemble products in order to learn how they work and how they are made To investigate how vehicles move using wheels and axles. To develop their designs by thinking about the purpose of the toy and the needs of possible users To mark, measure, cut and join materials with increasing accuracy To use a variety of tools with precision and care To use simple mechanisms to provide a transmission system. To use simple electrical circuits to operate</p>	<p><u>Music</u> <u>Stars Hide Your Fires -</u> Performing Together <u>Who knows –</u> exploring musical processes/Junior Production</p>
<p><u>P.E.</u> <u>Outdoor and Adventure</u> <u>Robinwood</u> To understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing. To develop and refine problem-solving skills when working in groups and on their own. To decide what approach to use to meet the challenge set. To adapt their skills and understanding as they move from familiar to unfamiliar environments. To see the importance of a group or team plan and the value of pooling ideas. To improve their performance by changing or adapting their approaches as needed.</p>	<p><u>P.E.</u> <u>Tennis</u> To know why warming up and cooling down are important. To know how physical activity affects their health To develop the range and consistency of their skills, especially in mini tennis To use and adapt rules, strategies and tactics, using their knowledge of basic principles of attack and defence. To evaluate performances, explain what needs improving in their own and other's work and suggest possible improvements.</p>	<p><u>P.E.</u> <u>Athletics</u> <u>Cycling</u> To know the basic principles of warm-up To understand why exercise is good for fitness, health and wellbeing To develop the consistency of their actions in athletic events To increase the number of techniques they can use To choose appropriate techniques for specific events To describe and evaluate their own and other's work and suggest ways to improve it</p>	<p><u>P.E.</u> <u>Rounders</u> To know how to warm-up To understand what to include in a warm-up to improve performance To understand why exercise is good for their fitness, health and well-being To develop the range and consistency of their fielding, bowling and batting skills. To use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. To evaluate strengths and weaknesses in their own and others' performances and suggest improvements.</p>