



Animals – Including Humans

To describe the simple functions of the basic parts of the digestive system in humans.
To identify the different types of teeth in humans and their simple functions.
To construct and interpret a variety of food chains, identifying producers, predators and prey.
To identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.
To identify that humans and some other animals have skeletons and muscles for support, protection and movement

Anglo – Saxon Britain

To know key dates.
To know who the Saxons were and where they came from.
To investigate Anglo-Saxon invasions and how these affected history.
To know the locations of the Saxon Kingdoms and settlements and why these were chosen-place names.
To investigate an Anglo-Saxon settlement in more detail using a range of sources-Sutton Hoo.
To plan/build/draw own Anglo-Saxon village.
To investigate how the Anglo-Saxons lived and how this is different to the way we live now.
To research Alfred the Great.
To find out about Anglo-Saxon law and justice.

R.E.

God, David & The Psalms

To know and be able to retell stories about David;
To connect Christian values and beliefs to events and teaching in the Bible ;
To know what they consider to be the qualities of good friendship;
To show understanding of how the imagery of the psalms reveals Christian beliefs about the nature of God;
To be able to describe the impact of faith on people’s lives.
To be able to identify values they think are important;
To give an opinion about the values and commitment of others in the light of their own.

Christmas – Light (incl Judaism – Hannukah)

To be able to retell stories from the life of Jesus through drama;
To be able to suggest meanings for religious belief expressed through art;
To begin to identify the impact of religion on believers lives;
To be able to directly link values and behaviour.
To be able to talk about their feelings and experiences;
To identify values in their own behaviour and the actions of others;
To be able to ask important questions about religion and beliefs.

Computing

E-Safety

To understand risks of the online world
To know how to protect themselves online
To know what cyberbullying is and consider the consequences
To know how to report any concerns
To know how to behave positively in cyberspace
To understand what copyright is and why we have it
To learn how to search for copyright free materials
To learn the importance of passwords
To be aware of social networking sites and how to protect ourselves should they choose to use them
To learn who they can speak to if they are the victim of cyberbullying
To learn how to identify who they should talk to online
To learn what is meant by plagiarism
To learn that not everything on the internet is true and the need to check several sources to verify information
To learn how to recognise risks of playing online games

Final Score

To understand how they can analyse and discuss sport reports on the internet.
To understand how there are different styles/tones through research
To learn how to work online collaboratively
To learn how to produce a ‘match’ report
To learn how to present their work

We Built This City

To learn about the world of simulations
To understand the concept of algorithms
To learn how to plan their work in order to build a city in Minecraft
To learn how to build an online city using Minecraft

<p><u>D.T. – Anglo Saxon Structures</u> To investigate Anglo-Saxon shelters and which materials they were made from. To investigate how materials and components have been used and compare properties. To plan and develop ideas for a sturdy 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 evaluate product against original design criteria</p>	<p><u>Music</u> <u>Play It Again –</u> <u>Exploring Rhythmic Pattern</u> <u>The Class Orchestra –</u> <u>Exploring Arrangements.</u></p>	<p><u>Britishness</u> To be introduced to the British Legal System. What is a Jury? Role play of a trial defence and prosecution. To become familiar with some British stories. To know the story of one famous woman. Idea of right to worship is understood. To know that we have the freedom to believe or not. To know the places of worship. To understand much more about European Union and North Atlantic Treaty Organisation. To know the story of two buildings. To know the stories of two heroes. To know the world importance of BBC. To broadcast some news.</p>	<p><u>Art – Artist Study - Picasso</u> To learn the term 'portrait' and how its meaning has changed over time. To question and make thoughtful observations about starting points. To learn how to use art as a means of gaining information about a person or place. To learn about the different ways portraits are painted in different styles by artists. To research the life and work of Picasso. To learn the term abstract. To learnt the term cubism. To understand how to find visual elements, including pattern, texture, line in a piece of work.</p>
<p><u>P.E.</u> <u>Football</u> 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>	<p><u>P.E.</u> <u>Dance</u> To perform with control & co-ordination To respond imaginatively to a variety of stimuli To vary dynamics, levels, speed & direction To move to music using rhythm and imagination. To discuss my own & others performance with simple vocabulary. To understand the need for warm up & cool down</p>	<p><u>P.E.</u> <u>Hockey</u> 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>	<p><u>P.E.</u> <u>Judo</u> To consolidate previously learned skills To learn and develop new skills To place emphasis on games and general fitness development To develop strength using child's own body weight, medicine balls, Swiss balls To develop stamina through games and relays To further develop speed by specific activities emphasizing agility, quickness and change of direction To further develop suppleness To learn ethical behaviour and fair play To learn basic judo holds and moves.</p>



Science - Electricity

To identify common appliances that run on electricity.
 To construct a simple series electrical circuit.
 To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
 To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
 To recognise some common conductors and insulators, and associate metals with being good conductors.

Geography -India

To investigate places
 To respond to geographical questions
 To use and interpret globes, atlases and maps.
 To use secondary sources
 To use ICT to access information
 To identify physical and human features.
 To know how places relate to each other
 To make maps
 To understand about similarities and differences between places

R.E.

Jesus Son of God
 To know and be able to retell the stories of Jesus covered in this unit;
 To begin to be able to make the connection between the Bible stories and Christian belief;
 To be able to show understanding of Christian beliefs and sources.
 To be able to make links between values and behaviour;
 To be able to ask important questions about religious belief;
 To begin to be able to apply their own opinions to a situation while giving recognition to the opinions of others.

Easter – Betrayal & Trust
 To be able to identify and explain the significance of the incidents of betrayal and trust in the Easter story;
 To know the finer details of the Easter Story;
 To be using a developing religious vocabulary;
 To be able to talk about the importance of forgiveness in Christianity.

Science - Sound

To recognise that sounds get fainter as the distance from the sound source increases.
 To identify how sounds are made, associating some of them with something vibrating.
 To find patterns between the volume of a sound and the strength of the vibrations that produced it.
 To find patterns between the pitch of a sound and features of the object that produced it.
 To identify how sounds are made, associating some of them with something vibrating.

Torches – D.T.

To understand simple safety when using electricity
 To know that torches are designed with the particular needs of the user in mind and that these needs can vary widely
 To know that commercially available torches contain a simple circuit involving metal connectors which do not necessarily have to be wires
 To know that torches are made of a variety of materials suited to the purpose for which they are employed
 To learn how to make a simple circuit incorporating a battery, light bulb switch and connecting wire in a safe manner
 To learn how to find fault in a simple circuit and correct it
 To know that a variety of metals in different

Art – Rangoli Patterns

To learn the term 'Rangoli' and relate it to other cultures.
 To question and make thoughtful observations about starting points.
 To collect visual and other information to help them develop their ideas.
 To gain an insight into the roles of artists working in other cultures.
 To select ideas to use in their work.
 To compare ideas and methods in their own and others work.
 To say what they might think and feel about them

Music

Dragon Scales – Exploring melodies and Scales
Painting With Sound – Exploring Sound Colours.

Computing

Back to The Future
 To introduce the changes in technology over time
 To research Inventors of key technologies
 To identify some components of a computer
 To introduce the link between hard and software inc programming.
 To think about future Technology/ trending technology.

Making Games
 To understand what a sprite is and create their own sprites in Scratch
 To create their own background image for the stage
 To understand what computer animation is and where it is used in games that they play.
 To animate their own sprite.
 To understand Artificial Intelligence and why it is used in computer games.

<p>forms will conduct electricity. To learn how to use what they have observed in manufactured torches to design their own torch To learn that the plans for a new product can be made using drawings with labels To understand the need to check their product is safe To learn that they need to evaluate their work both during and at the end of the assignment To make a new type of battery powered light which satisfies certain needs of the person who will use it To evaluate their work against an agreed success criteria.</p>			<p>To identify artificial intelligence in computer games that they already play. To build artificial intelligence into their game. To understand why player interaction is important to a computer game. To identify player interaction in games that they play. To build player interaction into their game. To understand why scores and timers are important to computer games. To identify where scores and timers are used in games that they play. To build scores and timers into their game. To identify how games can be improved. To make improvements to their game.</p>
<p><u>P.E.</u> <u>Gymnastics</u> <u>Gymnastics</u> To explore and combine balances and changing shapes with a travelling action To select and link one balance with three different shapes To add a change of direction to the sequence To describe different parts of a warm up To select and link three different actions with three different shapes To repeat the sequence adding a change of direction To synchronise sequences with a partner To teach their sequence and replicate a partners sequence To perform different actions and different shapes using apparatus To move on a L-shaped pathway To link actions, shapes and moving on an L-shaped pathway on apparatus To suggest suitable warm up activities The difference between matching and contrasting a partner's actions To match and contrast a partners actions To select and combine matched actions when moving towards and away from a partner with contrasting shapes To know how exercise improves suppleness To explore and perform wheeling actions To link other actions to different ways of wheeling To assess their own and others work using criteria To adapt actions to work on apparatus</p>	<p><u>P.E.</u> <u>Swimming/Dance</u> <u>Dance:</u> To perform with control & co-ordination To respond imaginatively to a variety of stimuli To vary dynamics, levels, speed & direction To discuss my own & others performance with simple vocabulary. To understand the need for warm up & cool down. <u>Swimming</u> Objectives will depend on initial assessment during first session.</p>	<p><u>P.E.</u> <u>Golf</u> 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>	<p><u>P.E.</u> <u>Handball</u> To use a range of techniques when passing To change direction and speed when dribbling the ball To show growing consistency and control in games To play with greater speed and flow To move with the ball, keeping control and possession consistently. To keep and use the rules given To suggest how rules could be changed to improve game To make own rules for own games which they can explain and teach others 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 To use their previously learnt PE knowledge to make up suitable warm up activities for games they are playing To know and explain the tactics and skills that they are confident with and use well in games To choose different ways of practising these tactics and skills To describe the help they need to improve their play their play</p>



Science - State of Matter

To compare and group materials together, according to whether they are solids, liquids or gases.
To observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C).
To associate the rate of evaporation with temperature.
To identify the part played by evaporation and condensation in the water cycle.

History -Vikings

To know key dates and show these on a chronological timeline.
To know who the Vikings were and where they came from.
To locate on a time line the period when the Viking invasions and then when they settled in Britain.
To order Viking raids in Britain chronologically
To know where and when the Vikings raided in Britain
To know that accounts of Viking raids are Anglo-Saxon interpretations of the events
To know why the Viking people explored many parts of the world.
To use a range of sources to find out about Viking longboats
To make inferences about the Viking way of life and compare to the Anglo-Saxon way of life.
To investigate the monastic way of life in Anglo-Saxon times and describe and explain the reasons why the Vikings chose to raid monasteries.
To investigate Viking settlements in Britain and ask and answer questions from archaeological and picture evidence to find out about the Vikings' settlement of Britain.

R.E.

The Church & The Church Year

To be able to use religious language to name parts of the Church building;
To be able to make links between Bible stories and the church building/contents;
To be able to describe how the use of the Church building reflects Christian belief;
To know some of the similarities and differences between Anglican, Methodist and Catholic Church buildings;
To know some of the similarities and differences between Anglican, Methodist and Catholic traditions.
To ask important questions about religions and beliefs;
To be able to link their own values and behaviour.

Prayer

To be able to talk about and describe prayer as the way in which Christians build a relationship with God;
To begin to show understanding of the purpose, place and content of prayer in the life of a Christian;
To be able to describe the Christian beliefs revealed in traditional prayers.
To talk about their own experiences of prayer;
To describe how prayer is linked to commitment;
To ask thoughtful questions about prayer.

Computing

Making Games

To understand what a sprite is and create their own sprites in Scratch
To learn how to create their own background image for the stage
To understand what computer animation is and where it is used in games that they play.
To learn how to animate their own sprite.
To understand Artificial Intelligence and why it is used in computer games.
To identify artificial intelligence in computer games that they already play.
To learn how to build artificial intelligence into their game.
To understand why player interaction is important to a computer game.
To learn to identify player interaction in games that they play.
To learn how to build player interaction into their game.
To understand why scores and timers are important to computer games.
To be able to identify where scores and timers are used in games that they play.
To learn how to build scores and timers into their game.
To be able to identify how games can be improved.
To learn how to make improvements to their game

Hurray For Hollywood

To learn how to identify what makes good footage.
To learn how to devise characters, plot and create a storyboard.
To learn how to use their storyboard to produce a script for the movie.
To learn how to record their movie.

			<p>To learn how to import and organise film clips. To learn how to edit and enhance footage onto a project timeline using iMovie. To learn how to apply the finishing touches before sharing the movie.</p>
<p><u>Art - Batik</u> To learn about the origins and history of a craft. To learn about the technique of batik and its uses on paper and on material. To learn how the wax resists the ink/paint and creates the picture. To review their own work and that of others saying what they like/dislike about it and how they would change/adapt it.</p>	<p><u>Pop-Up Books – D.T. Levers</u> To investigate pop-up books and why they are so popular To know how different card mechanisms create different sorts of movement To use accurate cutting, scoring, folding and joining techniques to produce working, reliable card mechanisms To develop different graphic styles and match these to the needs of different audiences To match card mechanisms to the movements they want to achieve in their books To evaluate own work.</p>	<p><u>Music</u> <u>Salt Pepper Vinegar Mustard – Exploring Signals.</u> <u>Animal Magic – exploring descriptive sounds/Junior Production</u></p>	<p><u>Weather/Climate Zones Around The World</u> To investigate places to use and interpret globes, atlases and maps To ask and respond to geographical questions To recognise patterns To use geographical vocabulary about weather conditions around the world To ask and respond to geographical questions To know how places relate to each other to use and interpret atlases and maps about weather conditions around the world To investigate places To ask and respond to geographical questions To use secondary sources About weather conditions around the world To identify similarities and differences to use ICT to access information to ask and respond to geographical questions To use geographical vocabulary To know about weather conditions around the world To investigate places To use and interpret atlases and maps</p>
<p><u>P.E. Tennis</u> To know why warming up is important. To recognise how playing games affects their bodies To consolidate and develop the range and consistency of their skills in net games To choose and use a range of simple tactics and strategies To keep, adapt and make rules for net games To suggest ideas and practices to improve their games To recognise what skilful play looks like.</p>	<p><u>P.E. Gymnastics</u> To explore and perform balances from different starting positions To link three different ways of moving into the same balance To add variations to their sequences such as a change in direction To record their sequence using symbols To select, explore and link two different ways of moving into a balance using apparatus To approach moving into balances on apparatus using different pathways To explore different partner relationships To lead a simple stretching warm up To explore ways of turning (half and full) on the spot and whilst travelling To select and link two different ways of turning on the spot with two ways of travelling on different pathways</p>	<p><u>P.E. Athletics</u> To know, measure and describe the short-term effects of exercise on the body To describe how the body reacts to different types of activity To consolidate and improve the quality, range and consistency of the techniques they use for particular activities To develop their ability to choose and use simple tactics and strategies in different situations To describe and evaluate simply how effective their performance has been and how they could improve</p>	<p><u>P.E. Rounders/Cricket</u> To familiarise themselves with a cricket ball and how it feels to throw and catch To develop their catching technique when using smaller sized balls To learn how to field effectively To learn the long barrier fielding technique and how it is an effective method of stopping the ball To learn how to over arm throw with accuracy To learn how to throw quickly and how that may be of benefit for them when playing cricket To learn the correct batting grip To learn how to outwit their opponents when batting To learn the correct bowling technique in cricket To be able to bowl a cricket ball</p>

	<p>To explore and adapt actions to work on apparatus</p> <p>To record their sequences using symbols and diagrams</p> <p>To move in under and through a partner in different ways</p> <p>To perform different types of bridges</p> <p>To link making bridges with different actions to move under and through</p> <p>To explain why they have chosen actions</p> <p>To move in under and through a partner in different ways using apparatus</p> <p>To perform different types of bridges using apparatus</p> <p>To combine making bridges with different actions to move under and through using apparatus</p> <p>To record their sequences using symbols and diagrams</p>		<p>To familiarise themselves with a rounders ball and how it feels to throw and catch</p> <p>To develop their catching technique when using smaller sized balls</p> <p>To learn how to field effectively</p> <p>To learn the long barrier fielding technique and how it is an effective method of stopping the ball</p> <p>To learn how to over arm throw with accuracy</p> <p>To learn how to throw quickly and how that may be of benefit for them when playing rounders</p> <p>To learn the correct batting grip</p> <p>To learn how to outwit their opponents when batting</p> <p>To learn the correct bowling technique in rounders</p> <p>To be able to bowl a rounders ball</p>
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