

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals including humans

- 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
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter.

Light

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the sizes of shadows change.

Forces and magnets

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles

History

- Changes in Britain from the Stone Age to the Iron Age- legacy inc invention and culture- wheels, coins, tools
- The Roman Empire and its impact on Britain - legacy inc invention and culture - roads
- A local history study on the Priory Castle and surrounding area.

PE

- Games - Autumn 1 - Rugby
 Autumn 2 - Basketball
 Spring 1 - Hockey
 Spring 2 - Netball
 Summer 1 - Tennis
 Summer 2 - Football
- Strength and movement -
 Autumn 1 - Athletics - Throwing and catching
 Autumn 2 - Dance
 Spring 1 - Gymnastics - Balance and agility
 Spring 2 - Dance
 Summer 1 - Gymnastics - Strength and technique
 Summer 2 - Athletics - Running and jumping

Health

- Identify how exercise can help and support us.
- Set challenging goals.
- Understand determination and perseverance.

Computing

- Digital Literacy – teaching of tailored skills and use these to complete outcomes that form animation, explanation and presentation
- Online safety
 - Negative online interactions
 - Managing Online Information
 - Privacy and Security
 - Self-image and identity
 - Online reputation
 - Online relationships
 - Health, wellbeing and lifestyle
 - Copyright and ownership
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- Coding: Sphero EDU and Lego We Do 2
- Computer Science: communicating online

Religion and Worldviews

Religious KQ: Does religion affect their followers' daily behaviour and how they look at the world?

Worldviews KQ: Is there a correct way to live your life?

Religions to cover:

- Christianity
- Hinduism

Christianity:

Autumn 2 - Has Christmas lost its true meaning?

Spring 1 - Could Jesus heal people? Were these miracles or is there some other

Spring 2 - What is 'good' about Good Friday?

Hinduism:

Autumn 1 -Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?

Summer 1 - How can Abrahman be everywhere and in everything?

Summer 2 - Would visiting the River Ganges feel special to a non-Hindu?

DT

- Create a model out of lolly sticks or straws, which incorporates an element of movement
- Understand the stages of the design process
- Create a textile using simple stitches or fabric glue
- Talk about the different food groups and name food from each group.
- Understand that food has to be grown, farmed or caught in Europe and the wider world.
- Understand how to create a variety of predominantly savoury dishes linked to your learning

Geography

Locational Knowledge

- Locate major European countries, using maps to focus on Europe (including the location of Russia) concentrating on countries, and major cities
- Name and locate local counties and major cities of the United Kingdom, geographical regions and identifying human and physical characteristics
- Identify the position and significance Equator, Northern Hemisphere, Southern Hemisphere,
- Explain weather conditions/patterns around the UK and parts of Europe.

Human and physical geography

- Describe and understand key aspects of:
 - Volcanoes and earthquakes
 - Human geography, including: types of settlement and land use

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Border Region) and a region in a European country (Italy)
- Identify human and physical features that have impacted where humans have settled and why.
- Identify the similarities and differences between human and physical geography and how these may change.

Art

- Understand how to create an expressionist drawing using different shading techniques
- Artists, architects and designers who use the different studied movements and techniques in their work
- Understand how to create an abstract painting using acrylics
- Create or replicate an artists' sculpture in clay to improve technique and control.

Lifeskills

- Families, friendships and relationships
- Understanding their place in the world
- Values
- Safety
- Physical Wellbeing
- Mental Wellbeing

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- develop an understanding of the history of music.
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MFL

- how to say their name
- numbers 1-20
- expressions to show simple feelings
- how to say how old they are and where they live
- phrases to describe the weather.
- the days of the week.
- Recognise the main word classes e.g nouns, adjectives and verbs
- Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.
- Have basic understanding of the usual order of words in sentences in the target language.
- Learn about festivals and celebrations in France (Christmas)