

## Science

### Living things and their habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants/animals.

### Animals including humans

- Describe the changes as humans develop to old age.

### Properties and changes of materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

### Earth and space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

### Forces

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

## Lifeskills

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

## Geography

### Locational Knowledge

- Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)
- Name and locate counties in middle and southern England and smaller cities of the United Kingdom and land-use patterns;
- Locate the world's countries
- Understand weather patterns around the world, relating these to climate zones and how this has impacted on the land.
- Understand how climate zones and the distribution of natural resources have impacted on where humans have settled and why

### Human and physical geography

- Describe and understand key aspects of:
  - Climate zones
  - The distribution of natural resources including energy, food, minerals and water

### Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (London) and a region in a European country (Greece- Athens)
- Explain how different human and physical features have impacted the geography of the land and how this has changed over time.
- Compare the similarities and differences between human and physical geography

## Computing and digital literacy

- 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
- Coding: Spike Prime and Swift Playgrounds (Drones)
- Computer Science: Using the internet

## History

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Industrial Revolution.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A local history study on the history and significance of coal mines

## 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

Understand how our bodies can change when we get older.

Identify the value of sleep and how a lack of it can affect us.

Identify something he/she is confident in.

Begin to understand what we can do to help support our mental health.

### Music

Pupils should be taught to sing and play musically with increasing confidence and control.

- They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to: 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
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of 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
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

### DT

- Create a model which uses a frame and more than one material, and incorporates an element of movement
- Understand the stages of the design process
- Create a textile using a weaving technique (e.g. weaving, lace making, felting)
- Understand the main food groups/different nutrients that are important for health.
- Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat

Understand how to create a variety of predominantly savoury dishes linked to your learning

### MFL

- names of some European countries and French towns, mountains and rivers
- four points of the compass
- numbers to 100
- the time half past hour or quarter past the hour
- names of school subjects and some drinks and foods
- how to give simple opinions (likes and dislikes).
- how to ask for/order something (Unit 8)
- Know how to conjugate some high frequency verbs/prepositions (en, à)
- Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun
- Look at aspects of their everyday lives from the perspective of someone from France
- Festivals/celebrations in France (Bastille day)

### Art

- Understand how to create a cubist drawing to represent objects in 3 dimensions
- Artists, architects and designers who use the different studied movements and techniques in their work
- Understand how to create a modern art painting using oil paints
- Create sculpture using clay incorporating form pattern and texture.