



Subjects	Objectives/Learning intentions
Science	<p>Light</p> <ul style="list-style-type: none"> • 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 a solid object • find patterns in the way that the size of shadow change
Computing	<p>Non-topic</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> • Understand that comments made online that are hurtful or offensive are the same as bullying • Know where to go for help and support when they have concerns about content or contact online <p>Computer Science</p> <p>CONNECTING COMPUTERS</p> <ul style="list-style-type: none"> • Explain how digital devices function • Identify input and output devices • Explain how a computer network can be used to share information • Explore how digital devices can be connected • Recognise and name the physical components of a network <p>Information Technology</p> <p>DESKTOP PUBLISHING</p> <ul style="list-style-type: none"> • Recognise how text and images convey information • Recognise that text and layout can be edited • Choose appropriate page settings • Add content to a desktop publishing publication • Consider how different layouts can suit different purposes • Consider the benefits of desktop publishing
Music	<p>Listen and Appraise</p> <ul style="list-style-type: none"> • I know our songs from memory and who sang or wrote them, and the style of the songs • I can talk about the lyrics (what the song is about), the musical dimensions in the song (texture, dynamics, tempo, pitch, rhythm) the main sections of the song (intro, verse, chorus...) • I can name the instruments in the song • I can confidently identify the pulse • I can talk about how the song makes me feel <p>Musical Activities</p> <p>Games</p> <ul style="list-style-type: none"> • I know how to find and demonstrate the pulse • I know every piece of music has a pulse/steady beat

	<ul style="list-style-type: none"> • I know the difference between pulse and rhythm • I know pulse, rhythm and pitch work together to make a song • I know the difference between a musical question and answer • I can clap and say back rhythms, create my own or lead the class • I can copy back using 2 notes, without then with notation <p>Singing</p> <ul style="list-style-type: none"> • I can <ul style="list-style-type: none"> ○ sing in unison and in simple two-parts ○ follow a leader ○ try singing solo ○ sing with awareness of being 'in tune' ○ have awareness of the pulse when singing • I understand and can talk about <ul style="list-style-type: none"> ○ the roles of a choir, the leader or conductor ○ why we need to warm up our voices ○ the need to listen to each other when singing in a group ○ how a solo is a thinner texture than a large group <p>Playing</p> <ul style="list-style-type: none"> • I can talk about the instruments used in class • I can play a part on a tuned instrument – one-note, simple or medium, or the melody – from memory or notation • I can play a musical instrument with the correct technique in our song • I can listen to and follow musical instructions from a leader <p>Improvisation</p> <ul style="list-style-type: none"> • I know that using 1 or 2 notes confidently is better than 5 • I can improvise in the context of the song I am learning <p>Composition</p> <ul style="list-style-type: none"> • I know a composition is kept in some way and can be recorded in different ways (letter names, symbols, audio, etc) • I can help to plan and create one or more simple melodies using 1, 3 or 5 notes. • I can make musical decisions about the pulse, rhythm, pitch, dynamics and tempo. • I can record the composition in a way that connects sound and symbol (eg. graphic/pictorial notation) <p>Performance</p> <ul style="list-style-type: none"> • I know a performance needs to be planned and performed clearly and confidently to communicate feelings, thoughts and ideas to the audience • I can talk about how to stand or sit during performances • I can reflect on and evaluate the performance
<p>French Unit B, Food Unit C, At School</p>	<p>Listening</p> <ul style="list-style-type: none"> • I can identify phonemes (letter sounds) which are the same as, or different from, English phonemes. • I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound • I can recognise whether nouns are singular or plural, based on the article (the word for 'the' that comes before the noun) 'le/la/l'/les' <p>Speaking</p> <ul style="list-style-type: none"> • I can ask and answer simple questions using short sentences • I can prepare and recite a few familiar sentences to my teacher • I can give a spoken response to a simple written question • I can talk about myself using some common verbs in the first person singular form eg. 'je mange' • I can ask for simple opinions, and give my own, e.g. likes and dislikes • I can pronounce 'le/la' and 'un/une' clearly and accurately <p>Reading</p>

	<ul style="list-style-type: none"> • I can read and pronounce the most common letters and letter strings in French • I can read and pronounce familiar words and phrases aloud with accurate pronunciation, so that others can understand me. • I can understand familiar written phrases and simple sentences, and respond to them, e.g drawing a line to match an image to a phrase or sentence. • I can follow and understand a familiar written text, reading and listening at the same time. <p>Writing</p> <ul style="list-style-type: none"> • I can write some familiar words from memory. • I can write some singular nouns with the correct article (the word for 'the' or 'a' that comes before the noun).
PE Athletics Games Swimming	<p>To Acquire and Develop Skills (Select and use skills and ideas with co-ordination and control)</p> <p>Athletics</p> <ul style="list-style-type: none"> • Sprint over a short distance of up to 60 metres. • Begin to run over longer distances. • Begin to use a range of throwing techniques (e.g. under arm, over arm). • Jump in a number of ways. <p>Games</p> <ul style="list-style-type: none"> • Use a range of skills to help them keep possession and control of the ball • Perform the basic skills needed for the games with control and consistency (strike and field a ball) • Use a range of skills with increasing control and accuracy (to include throwing and catching) <p>Swimming</p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided • Use more than one stroke and swim at the surface and below the water <p>To Select and Apply skills, tactics and compositional ideas (Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics)</p> <p>Athletics</p> <ul style="list-style-type: none"> • Choose and use throw to reach target, choose which role to play within group situation <p>Games</p> <ul style="list-style-type: none"> • Begin to choose appropriate tactics including when attacking and defending • Follow the rules of the game and play fairly. • Lead others and act as a respectful team member. • Choose good places to stand when receiving and give reasons for their choices • Choose and use batting or throwing skills to make the game harder for the opponent <p>Swimming</p> <ul style="list-style-type: none"> • Coordinate leg and arm movement to allow effective propulsion across the pool • Coordinate breathing as appropriate for the stroke being used <p>To Improve and Evaluate</p> <ul style="list-style-type: none"> • Describe and comment on their own performance and that of others and make simple suggestions to improve quality • Compete with others and aim to improve personal best performances.
PSHE	<p>Growing Up and Relationships</p> <ul style="list-style-type: none"> • I can recognise respectful behaviours e.g. helping or including others, being responsible. • I can model respectful behaviour in different situations e.g. at home, online, at school. • I know the importance of self-respect and their right to be treated respectfully by others. • I know what it means to treat others and be treated, politely. • I know the ways in which people show respect and courtesy in different cultures and in wider society. • I know that being part of a family provides support, stability and love.

	<ul style="list-style-type: none"> • I know about the positive aspects of being part of a family, such as spending time together and caring for each other. • I know the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. • I recognise and respect that there are different types of families (including single parents, same-sex parents, step-parents, and blended families, foster and adoptive parents). • I can identify if/when something in a family might make someone upset or worried. • I know what to do and whom to tell if family relationships are making them feel unhappy or unsafe. • I know that everyone is an individual and has unique and valuable contributions to make. • I recognise how strengths and interests form part of a person's identity. • I can identify my own personal strengths and interests and what I'm proud of. • I can recognise common challenges to self-worth. • I can give basic strategies to manage and reframe set-backs. • I know what privacy and personal boundaries are, including online. <p>Being Safe</p> <ul style="list-style-type: none"> • I know the importance of following safety rules from parents and other adults. • I can predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen. • I know how to keep myself safe in the local environment or unfamiliar places (including road, rail, water and firework safety). • I can identify typical hazards at home and in school. • I know about fire safety at home including the need for smoke alarms. • I can report feelings of being unsafe or feeling bad about any adult. • I know what 'good' physical health means and how to recognise early signs of physical illness. <p>Money and Work</p> <ul style="list-style-type: none"> • I can discuss common myths and gender stereotypes related to work. • I can name skills needed to do a job, such as teamwork and decision making. • I can identify my interests, skills and achievements and how these might link to future jobs. • I know that people have jobs that fall into different sectors e.g. teachers, business people, charity work. • I know that people can have more than one job at once or in a lifetime.
RE	<p>Kingdom of God</p> <p>Question: When Jesus Left, What Was the Impact of Pentecost?</p> <ul style="list-style-type: none"> • What happened at Pentecost? • Which parts of the narrative about Pentecost are the most important and why? • Who or what do Christians think the Holy Spirit is? • Why did the Holy Spirit come? • How does the Holy Spirit impact on Christians? How does it impact on the church? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Offer suggestions about what the description of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities

Courageous Advocacy

Question: Living in Harmony: How do we show we care?

- How are music and caring alike?
- What can stories or songs tell us about caring and give an example of when you have been cared for?
- What does the story of the Good Samaritan teach believers about caring?
- What does the story Umar Ibn Al Khattab teach Muslim believers about caring?
- How have some people shown they care?

Outcomes

- Retell a religious story and indicate that it has meaning for religious believers.
- Respond sensitively to religious and spiritual music.
- Suggest meanings in stories and songs about caring.
- Identify the way that some people make a response to God by caring.
- Describe how religious practice influences how people live their lives, specially in regard to caring for others.
- Make links between their own and others' beliefs, values and opinions about caring.

