



Subjects	Objectives/Learning intentions
Science	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> 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 this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p>Forces</p> <ul style="list-style-type: none"> 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
Computing	<p>E-safety</p> <ul style="list-style-type: none"> Demonstrate knowledge of how to minimise risk when online Understand the effect of online comments <p>Computer Science</p> <p>Selection in physical computing</p> <ul style="list-style-type: none"> Control a simple circuit connected to a computer Write a program that includes count-controlled loops Explain that a loop can stop when a condition is met e.g., number of times Know that a loop can be used to repeatedly check whether a condition has been met Design a physical project that includes selection Create a controllable system that includes selection Begin to know how to report concerns or problems when online <p>Selection In Quizzes</p> <ul style="list-style-type: none"> Understand that a condition can only be true or false Understand that count-controlled loop contains a condition Compare a count-controlled loop with a condition-controlled loop Choose a condition to use in program Explain the importance of instruction order

RE	<p>What are the 5 pillars of Islam?</p> <ul style="list-style-type: none"> • Which of the five pillars is the most challenging or has the most impact for a Muslim? • What is the significance of Eid-ul-Fitr for a Muslim? (celebrating the end of Ramadan) • What is the significance of Eid-ul-Adha for a Muslim? (celebrating the end of the Hajj) • How are the two festivals alike and different? • Why is Zakah (charity) an important part of Muslim life? Give examples of Islamic relief and charity in action <p>What did Jesus do to save human beings?</p> <ul style="list-style-type: none"> • What are the events of Easter and where do they fit in the Big Picture? • What are the events of Easter, explaining their meaning/message? • What happens at Holy Communion and what is its significance for Christians today? • Who was responsible for Jesus' death? How much and why? • Describe an example of a Christian's sacrifice and explain why they have chosen to do this.
Music	<p>Listen and Appraise (Charanga)</p> <ul style="list-style-type: none"> • To know our songs from memory and who sang or wrote them, and if possible why • I know the style of the songs and can name other songs in the same style and compare them • I can use musical words and talk about <ul style="list-style-type: none"> ○ the lyrics (what the song is about), ○ the musical dimensions and where they are used (texture, dynamics, tempo, pitch, rhythm) ○ the main sections of the song <ul style="list-style-type: none"> ○ (intro, verse, chorus...) ○ name some of the instruments in the song ○ some of the style indicators of the song ○ the historical context of the song • I can confidently identify the pulse • I can talk about how the song makes me feel <p>Musical Activities</p> <p>Games (Charanga)</p> <ul style="list-style-type: none"> • I know and can talk about <ul style="list-style-type: none"> ○ how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and connect in a song ○ how to keep the internal pulse ○ leadership: lead by creating musical ideas for the group to copy and respond to (Charanga) • I can (Charanga) <ul style="list-style-type: none"> ○ copy back rhythms that include syncopation/off beat ○ play question and answer using 2 or 3 notes ○ copy back 1-, 2- or 3-note riffs by ear and with notation <p>Singing (Charanga)</p> <ul style="list-style-type: none"> • I know and can confidently sing our songs and their parts from memory with a strong internal pulse • I can <ul style="list-style-type: none"> ○ sing in unison and to backing vocals ○ enjoy exploring singing solo ○ listen to the group when singing, aware of how I fit in ○ follow a leader ○ experience different styles of singing (YV/Charanga)

	<ul style="list-style-type: none"> ○ sing with awareness of being 'in tune' • I can choose a song and talk about (YV/ Charanga) <ul style="list-style-type: none"> ○ the importance of warming up your voice ○ its main features ○ singing in unison, solo, lead vocal, backing vocals, rapping ○ what the song is about and the meaning of the lyrics <p>Playing (Charanga)</p> <ul style="list-style-type: none"> • I know <ul style="list-style-type: none"> ○ different ways of writing music down (eg. staff notation, symbols) ○ the notes C D E F G A B on the treble stave ○ the instruments they play or that might be played in an orchestra or band • I can learn an instrumental part – one-note, simple or medium, or the melody – from memory or notation • <p>Improvisation (Charanga)</p> <ul style="list-style-type: none"> • I know I can use some riffs learned within the Challenges in my improvisation • I know and can talk about 3 well-known improvising musicians • I can improvise using instruments in the context of the song I am learning using the Bronze, Silver or Gold challenge • I can improvise with a feeling for the style of Bossa Nova and Swing using the notes D E G A B (pentatonic scale/five-note pattern) <p>Compositions (Charanga)</p> <ul style="list-style-type: none"> • I know and can talk about <ul style="list-style-type: none"> ○ how a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ○ notation is the recognised connection between sound and symbol • I can <ul style="list-style-type: none"> ○ create simple melodies with up to 5 notes and simple rhythms that work with the style of our song ○ explain the keynote or home note and the structure of the melody <p>record the composition in a way that connects sound and symbol (eg. graphic/pictorial notation)</p> <p>Performance (Charanga)</p> <ul style="list-style-type: none"> • I can communicate the meaning of words and articulate them clearly in sung performance • I can record and compare the performance to a previous one <p>I can evaluate the performance using musical language – “What went well?”, “It would have been better if...” (Charanga)</p>
French	<p>The new term's focus will be at school – A l'école The new language content is listed below</p> <ul style="list-style-type: none"> • Begin to understand how French sounds are represented in writing and audio, and pronounce vocabulary accurately. • Ask and answer questions, including asking for and giving opinions. • Say what they would like, using a common verb in the first person. • Be able to prepare and recite a few sentences using vocabulary from the unit. • Write some vocabulary from memory. • Give a full sentence spoken answer to a written question <p>The objectives linked to 4 skills of listening, speaking, reading and writing are</p> <ul style="list-style-type: none"> • Respond to simple questions using sentence models from the lesson.

	<ul style="list-style-type: none"> • Confidently use number vocabulary from previous lessons to say what time it is. • Ask simple questions learnt in the unit. • Pronounce vocabulary accurately including the definite or indefinite article. • Write some singular nouns with their article. • Recognise and pronounce correctly words with common French sounds. • Read along with the text of a French story. • Identify specific sounds in a song. • Recognise if nouns are singular or plural based on their article.
PE	<p>Acquire and Develop Skills</p> <p>Dance</p> <ul style="list-style-type: none"> • Respond to a variety of stimuli showing a range of actions performed with control and fluency • Think about character and narrative ideas created by the stimulus, and respond through movement • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group <p>Gymnastics</p> <ul style="list-style-type: none"> • Perform increasingly complex moves that combine strength and stamina (flexibility, strength, technique, control and balance) • Hold shapes that are strong and expressive. • Perform a range of rolls including backwards rolls consistently • Vary speed, direction, and level and body rotation during floor performances. <p>To Select and Apply skills, tactics and compositional ideas (Pupils link skills, techniques and ideas accurately and appropriately)</p> <p>Dance</p> <ul style="list-style-type: none"> • Create and perform dances using a range of movement patterns in response to a range of stimuli • Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer • Remember, practice and perform longer, more complex dance sequences with high energy, slow grace or other themes <p>Gymnastics</p> <ul style="list-style-type: none"> • Create well-executed sequences that include a range of movements including travelling, balances, swinging, springing, flight, vaults, inversions, rotation, bending, stretching twisting, gestures and linking skills • Perform sequences with changes of speed, level and direction, and clarity of shape • Gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement <p>To improve and Evaluate</p> <ul style="list-style-type: none"> • From observation of others begin to describe constructively how to refine improve and modify performance. • Refine own performance in response to comments of others and self-analysis including personal best. <p>To have a knowledge and understanding of health and fitness</p> <ul style="list-style-type: none"> • Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. • Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.
PSHE	<p>Online Relationships and Internet safety</p> <ul style="list-style-type: none"> • I can store and share information on a device.

(Safer Internet Week)	<ul style="list-style-type: none"> • I can recognise unsafe or suspicious content online. • I can identify different types of media and their different purposes. • I can use strategies to assess whether content online is based on fact, opinion or is biased. • I know that some media and online content promotes stereotypes. • I can assess which search results are more reliable than others.
(Health Week)	<p>Healthy Eating and Physical Activity</p> <ul style="list-style-type: none"> • I can identify a wide range of factors that maintain a balanced, healthy lifestyle (physically and mentally). <p>Drug Education</p> <ul style="list-style-type: none"> • I can explain what a 'drug' is. • I can identify some risks associated with drugs common to everyday life. • I know that drugs common to everyday life e.g. cigarettes, e-cigarettes, alcohol and medicine can affect health and wellbeing. • I understand that for some people drugs can become a habit which is difficult to break. • I can identify some effects related to different drugs and that all drugs can have side effects

