



Subjects	Objectives/Learning intentions
Science	<p>Animals, including humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age <p>All living things & their habitats</p> <ul style="list-style-type: none"> 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 and animals
Computing	<p>Non-topic</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> Demonstrate knowledge of how to minimise risk when online Understand the effect of online comments Begin to know how to report concerns or problems when online Evaluate vector drawing Recognise that video can be improved through reshooting and editing Consider the impact of the choices made when making and sharing a video <p>Information Technology</p> <p>VIDEO EDITING</p> <ul style="list-style-type: none"> recognise video as moving pictures which can include audio Identify digital devices that can record video Capture video using a digital device recognise the features of an effective video
RE	<p>What kind of king would Jesus be?</p> <ul style="list-style-type: none"> What is the parable of the feast and what do you think Jesus was saying about the Kingdom of God? What is the parable of the tenants and what do you think Jesus was saying about the Kingdom of God? In the Lord's prayer, what does the part 'your Kingdom come, your will be done, on earth as it is in heaven' say about the Kingdom of God? How might Christians and Christian organisations contribute to a better world and to the 'Kingdom of God' growing stronger? Is the Kingdom of God complete now? If not, why not and when will it be complete? <p>What can we learn from visiting sacred places?</p> <ul style="list-style-type: none"> Can you give different examples of holy places and sacred places? What are the similarities and differences between two religious buildings? Can you ask questions and make suggestions to answer about the beliefs and values that are expressed in a church and mosque, for yourself? What kind of sacred place would inspire me or influence my sense of values?
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
 - (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

Musical Activities

Games (Charanga)

- I know and can talk about
 - 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)
 - 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

Singing (Charanga)

- I know and can confidently sing our songs and their parts from memory with a strong internal pulse
- I can
 - 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 (Charanga)
 - sing with awareness of being 'in tune'
- I can choose a song and talk about (Charanga)
 - 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

Playing (Charanga)

- I know
 - 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

Improvisation (Charanga)

- 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>‘Playtime’</p> <p>Children will rehearse and apply the four key skills of listening, speaking reading and writing to learn to</p> <ul style="list-style-type: none"> • Basic commands (imperatives) • Saying what’s in the playground • How to say a variety of playground games • Using “j’aime” with another verb • Saying what and where they like to play <p>‘My Home’</p> <p>Children will rehearse and apply the four key skills of listening, speaking reading and writing to learn to</p> <ul style="list-style-type: none"> • Say where they live • Identify a variety of rooms and types of furniture • Say what there is in the kitchen • Describe their daily routine
PE	<p>Acquire and Develop Skills(Performance shows precision, control and fluency)</p> <p>Games</p> <ul style="list-style-type: none"> • perform skills with accuracy, confidence and control and combine and perform skills with control, adapting them to meet the needs of the situation • Show precision and accuracy when sending and receiving • Strike a bowled or volleyed ball. • Begin to field and attack by anticipating the direction of play. • Use a range of techniques when passing eg, bounce, fast, slow, high, low • Travel with a ball showing changes of speed and directions using either hand or foot <p>Athletics</p> <ul style="list-style-type: none"> • Sustain and maintain running speed, improve on personal target • Begin to combine sprinting with low hurdles. • Throw accurately. • Show increasing control in take-off and landings when jumping. <p>To Select and Apply skills, tactics and compositional ideas(Pupils link skills, techniques and ideas accurately and appropriately)</p> <p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Choose appropriate tactics for a game to keep possession

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| | <ul style="list-style-type: none">• I know healthy sleep strategies and how to maintain them.• I know how medicines can contribute to health and how allergies can be managed.• I know that some diseases can be prevented by vaccinations and immunisations. |
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Money and Work

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| | <ul style="list-style-type: none">• I know about stereotyping in the workplace, its impact and how to challenge it.• I know that ambition can help to achieve a future career.• I can identify jobs that I might like to do in the future.• I know how or why someone may choose a certain career.• I can list the reasons that influence people's decisions about a job or career (including pay, working conditions, personal interests, strengths and qualities, family and values).• I know there are a variety of routes into work (e.g. college, apprenticeships, university and training) |
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