



Subjects	Objectives/Learning intentions
<b>Computing</b> Handling Data	<b>Non-topic</b> <b>E-safety</b> <ul style="list-style-type: none"> <li>Know how to report concerns or problems when online</li> <li>Show responsibility and sensitivity when online</li> </ul> <b>Handling Data</b> <b>INTRODUCTION TO SPREADSHEETS</b> <ul style="list-style-type: none"> <li>Identify questions which can be answered using data</li> <li>Explain that formulas can be used to produce calculated data</li> <li>Apply formulas to data, including duplicating</li> <li>Create a spreadsheet to plan an event</li> <li>Choose suitable ways to present data</li> </ul> <b>Multimedia</b> <b>3D MODELLING</b>
<b>French</b>	<b>Unit C – At School</b> <ul style="list-style-type: none"> <li>Saying how they travel to school</li> <li>Naming places in school</li> <li>Listing the contents of their pencil case</li> <li>Telling the time</li> <li>Naming school subjects</li> </ul> <b>Unit D – Play time</b> <ul style="list-style-type: none"> <li>Basic commands (imperatives)</li> <li>Saying what's in the playground</li> <li>How to say a variety of playground games</li> <li>Using "j'aime" with another verb</li> <li>Saying what and where they like to play</li> </ul>
<b>PE</b> Athletics Striking/ Fielding Invasion Games	<b>To Acquire and Develop Skills</b> <u>Games</u> <ul style="list-style-type: none"> <li>Use different ways of bowling and strike a bowled or volleyed ball with accuracy.</li> <li>Use forehand and backhand and above their heads when playing racket games.</li> <li>Travel with a ball showing changes of speed and directions using either hand or foot</li> <li>Perform skills with accuracy, confidence and control.</li> <li>Combine and perform skills with control, adapting them to meet the needs of the situation</li> <li>Show precision and accuracy when sending and receiving</li> </ul> <u>Athletics</u> <ul style="list-style-type: none"> <li>Strength, stamina and speed when running, jumping and throwing, know rules, judge events</li> <li>Combine sprinting with low hurdles over 60 metres.</li> <li>Throw accurately and refine performance by analysing technique and body shape.</li> <li>Show control in take-off and landings when jumping.</li> </ul>

	<p><b>To Select and Apply skills, tactics and compositional ideas</b></p> <p><u>Games</u></p> <ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) which meet the needs of the situation.</li> <li>Choose the most appropriate tactics for a game to keep possession and make progress towards the goal.</li> <li>Hit the ball with purpose, varying the speed, direction, height</li> <li>Work alone, or with teammates in order to gain points or possession.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others and act as a good role model within a team.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>Compete with others and keep track of personal best performances, setting targets for improvements.</li> <li>Adapt skills and techniques to different challenges and equipment</li> </ul> <p><b>To improve and Evaluate</b></p> <ul style="list-style-type: none"> <li>Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding both themselves and others</li> </ul> <p><b>To have a knowledge and understanding of health and fitness</b></p> <ul style="list-style-type: none"> <li>Can show responsibility for personal warm up programme specific to the activity</li> <li>Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions</li> </ul>
<p><b>Geography</b> Kenya, 1-day topic post-SATs</p> <p>(Transition work, mapping schools – last target)</p>	<p><b>To Investigate places</b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions giving detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate some of the world's countries</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological map).</li> </ul>
<b>PSHE</b>	<p><b>Growing up and relationships</b></p> <ul style="list-style-type: none"> <li>I can describe the link between values and behaviour and how to be a positive role model.</li> <li>I know how to discuss issues respectfully.</li> <li>I can listen to and respect other points of view.</li> <li>I can constructively challenge points of view I disagree with.</li> <li>I know what to do and who I can talk to if I am in a situation where I feel uncomfortable.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>I can use the correct names for body parts, specifically the reproductive system.</li> <li>I understand that bodies grow and change as they get older and puberty is a natural part of growing up.</li> <li>I understand the changes that happen during puberty.</li> <li>I have the confidence to ask questions about puberty.</li> <li>I know how relationships will change as I grow up.</li> <li>I recognise that I can have different types of relationships. (including marriage and civil partnerships).</li> <li>I can begin to explore love and relationship qualities with a boyfriend/girlfriend.</li> <li>I understand that people have the right to choose whom they marry or whether to get married and to force anyone into marriage is illegal.</li> <li>I know what consent means and how to seek and give/not give permission in different situations.</li> <li>I know what are healthy relationships.</li> </ul>

	<p><b>Growing Up</b></p> <ul style="list-style-type: none"> <li>• I understand the process of puberty means we are able to reproduce.</li> <li>• I know and understand the process of conception.</li> <li>• I understand the physical and emotional needs of a baby, how babies are conceived and how having a baby changes your life.</li> <li>• I understand that secrets can be good and bad and to recognise the different feelings associated with these.</li> <li>• I can identify appropriate touches within a variety of relationships.</li> </ul> <p><b>Being safe</b></p> <p><b>Transition Project</b></p> <ul style="list-style-type: none"> <li>• I know what are 'safe' secrets.</li> <li>• I understand what 'grooming' is.</li> <li>• I know who are safe people to share my worries and concerns with.</li> <li>• I can explain the different age rating systems for social media, TV, films, games and online gaming.</li> <li>• I can explain why age restrictions are important and how they help people make safe decisions about what to watch, use or play.</li> <li>• I know how to recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable.</li> <li>• I know where to get advice and report concerns about personal safety, including online.</li> </ul> <p><b>Money and Work</b></p> <ul style="list-style-type: none"> <li>• I can name common risks associated with money (including debt, fraud and gambling).</li> <li>• I know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk.</li> <li>• I can explain the role money plays in people's lives, attitudes towards it and what influences decisions about money.</li> <li>• I can explain value for money and I know how to judge if something is value for money.</li> <li>• I know how companies encourage customers to buy things and why it is important to be a critical customer.</li> <li>• I can explain that having money or not having money can impact a person's emotions, health and wellbeing.</li> </ul> <p>I know how to get help if I am concerned about gambling or other financial risks.</p>
RE	<p><b>World Views</b></p> <p><b>Can Christian Aid and Islamic Relief change the world?</b></p> <ul style="list-style-type: none"> <li>• Using your own experience and ideas of fairness, justice and equality, what changes would you like to see in the world?</li> <li>• Using stories or statements from the Qur'an and reflecting on the practices of the Zakat, how might beliefs of Muslims affect their actions on both an individual basis and as a group or charity?</li> <li>• Using stories or statements from the Bible, how might the beliefs of Christians affect their actions on both an individual basis and as a group or charity?</li> <li>• What is the impact of Christian Aid and Islamic Relief projects in various places in the world?</li> <li>• What are the different priorities of Islamic Relief and Christian Aid?</li> </ul> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> <li>• Consider some similarities and differences between the work of the 2 charities and give simple reasons for this.</li> <li>• Consider the different priorities of the charities and how religious beliefs affect their actions on an individual basis and as a group or charity.</li> <li>• Explain how their ideas of generosity, charity, fairness, justice and equality affect their own attitudes towards the world and the changes they would make.</li> </ul>

	<p><b>People of God</b></p> <p><b>Can following God bring freedom and justice?</b></p> <ul style="list-style-type: none"> <li>• What is the story of Moses and the Exodus and how does this relate to the concepts of freedom, justice and salvation?</li> <li>• Are the ten commandments still relevant today? Why? Why not?</li> <li>• How might the ten commandments bring freedom and justice?</li> <li>• What is the significance of God freeing his people then offering a covenant?</li> <li>• How do the ten commandments relate to Jesus' commandments in Matthew 22?</li> <li>• If people follow Jesus' commandments, will it bring freedom and justice to the world? If so how? If not, why not?</li> </ul> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> <li>• Explain connections between the stories of Moses and the concepts of freedom and salvation, using theological terms.</li> <li>• Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</li> <li>• Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</li> <li>• Identify examples of law texts (The Ten Commandments) and suggest how believers might interpret them.</li> <li>• Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</li> </ul>
<b>Cultural Capital</b>	<p>Theatre trip to St Edmund's</p> <p>French workshop</p>