



Subjects	Objectives/Learning intentions
Science	<p>All living things & their habitats</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics <p>Evolution & Inheritance</p> <ul style="list-style-type: none"> recognise that living things change over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
Computing	<p>Digital Literacy</p> <ul style="list-style-type: none"> Know how to report concerns or problems when online Show responsibility and sensitivity when online Evaluate own project <p>Computer Science</p> <p>VARIABLES IN GAMES</p> <ul style="list-style-type: none"> Define a 'variable' as something that is changeable Identify variables in existing programs Explain why a variable is used in a program Choose how to improve a game by using variables Design a project that builds on a given example Use own design to create a project <p>Computer Science</p> <p>SENSING</p> <ul style="list-style-type: none"> Create a program to run on a controllable device Explain that selection can control the flow of a program Update a variable with a user input Design a project that uses inputs and outputs on a controllable device Develop a program to use inputs and outputs on a controllable device
Music Young Voices	<p>Listen and Appraise</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

	<ul style="list-style-type: none"> • 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 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 • I can <ul style="list-style-type: none"> ○ copy back rhythms that include syncopation/off beat ○ listen and sing back patterns <p>Singing</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 ○ sing with awareness of being 'in tune' • I can choose a song and talk about <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 • I know about the style of the songs so I can represent the feeling and context to my audience <p>Performance</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 • I can evaluate the performance using musical language – "What went well?", "It would have been better if..."
<p>French Unit P, Actions</p> <p>Unit Q, In France</p>	<p>Listening, Speaking and Reading</p> <p>Les Animaux (Animals) I can</p> <ul style="list-style-type: none"> • Say animal vocabulary • Ask about pets • Describe animals using adjectives • Use prepositions • Name animal homes <p>La Nourriture (Food) I can</p> <ul style="list-style-type: none"> • Name common foods • Express likes and dislikes • Say what I am eating • Name cutlery • Say what I would like to have • Understand cooking instructions

<p>PE</p> <p>Sports Hall</p> <p>Athletics</p> <p>Forest</p> <p>School/</p> <p>Orienteering</p>	<p>To Acquire and Develop Skills</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Strength, stamina and speed when running, jumping and throwing, know rules, judge events • Combine sprinting with low hurdles over 60 metres. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take-off and landings when jumping. <p><u>OAA</u></p> <ul style="list-style-type: none"> • Use a range of devices confidently in order to orientate themselves. • Work confidently in changing environments, adapt quickly <p>To Select and Apply skills, tactics and compositional ideas</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Compete with others and keep track of personal best performances, setting targets for improvements. • Adapt skills and techniques to different challenges and equipment <p><u>OAA</u></p> <ul style="list-style-type: none"> • Devise and put into practice a range of solutions and challenges: • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Quickly assess changing conditions and adapt plans to ensure safety comes first. <p>To improve and Evaluate</p> <ul style="list-style-type: none"> • 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 <p>To have a knowledge and understanding of health and fitness</p> <ul style="list-style-type: none"> • Can show responsibility for personal warm up programme specific to the activity • Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions
<p>PSHE</p>	<p>WEEK 1 Back to School</p> <ul style="list-style-type: none"> • Class rules, being polite to others, sharing and taking turns. Behaviour expectations of both classroom and all school. <p>Getting on with everyone</p> <ul style="list-style-type: none"> • I can compare the features of a healthy and unhealthy friendship. • I can explain the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. • I know strategies to respond to pressure from friends including online. <p>Dealing with Feelings (inc. mental wellbeing) (Anti-bullying week)</p> <ul style="list-style-type: none"> • I know that there are situations when someone may experience mixed or conflicting feelings. • I know that feelings can often be helpful, whilst recognising that they sometimes need to be overcome. • I recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available. • I know the importance of asking for support from a trusted adult. • I recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support. • I know positive strategies for managing feelings. • I can identify where I (and others) can ask for help and support with mental wellbeing in and outside school. • I can recognise when my feelings are becoming overwhelming and understand some ways to help me cope.

	<ul style="list-style-type: none"> I understand the importance of a positive self image.
RE	<p>Creation/Fall</p> <p>Creation and Science – conflicting or complementary?</p> <ul style="list-style-type: none"> What is the debate and controversy around the relationship between the creation story in Genesis and the scientific accounts? What are different Christian beliefs about the relationship between creation and science? How might the discoveries of science influence Christian's view about God? How does the interpretation of the Genesis text influence controversy? What does Psalm 8 say about stewardship? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> Outline the importance of creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is and its purpose. Make clear connections between Genesis 1 and Christian belief about God as creator. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Show understanding of why some Christians find science and faith compatible. Weigh up how far the Genesis 1 creation narrative is in conflict or is complementary with a scientific account. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in creation. <p>Incarnation</p> <p>Was Jesus the Messiah?</p> <ul style="list-style-type: none"> Why were the Jews waiting for a Messiah? What characteristics did the Jews expect the Messiah to have? What clues were there that Jesus was the promised Messiah? How do Christians show the message that Jesus is the Messiah, at Christmas? What evidence is there to suggest Jesus was the Messiah? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> Explain the place of incarnation and Messiah within the 'big story' of the Bible. Identify gospel and prophecy texts, using technical terms. Explain connections between biblical texts, incarnation, and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world and if it is true what difference that might make in people's lives.
Cultural Capital	