



	AUTUMN	SPRING	SUMMER
RELIGIOUS EDUCATION	<p>What does it mean to be a Hindu?</p> <ul style="list-style-type: none"> □ Know about the importance of family in Hinduism □ Understand how family is important to them and to others with respect for different kinds of families □ Understand about Hindu values □ Use the correct religious vocabulary to compare the values that Hindus and people of other faiths try to live their life by □ Share their own values and beliefs and ask questions about moral decisions they and other people make □ Understand what Karma means to Hindus □ Understand the link between action and possible consequences believed by Hindus □ Identify important areas in a Mandir and understand why the Mandir is important to Hindus □ Explain why Hindus believe pilgrimage to be important □ Identify similarities between Hinduism and other faiths <p>What can we learn from wisdom?</p> <ul style="list-style-type: none"> □ Make links between the teachings and sources of Christians and other religious groups and show how they are connected to believers' lives □ Ask important questions about life and compare their ideas with those of other people □ Make links between the wisdom of Christians and other religious groups and show how they are connected to believers' lives □ Ask questions about the meaning (and purpose) of life and suggest a range of answers which might be given by them as well as members of different religious groups or individuals <p>How do art and music convey Christmas?</p> <ul style="list-style-type: none"> □ Suggest reasons for the similar and different beliefs about Jesus which people hold, and explain how religious sources are used to provide answers to questions □ Identify and express Christian beliefs about Christmas in a range of art styles and suggest what they mean □ Ask questions about the meaning and purpose of Christmas and suggest a range of answers about what they mean to Christians □ Consider how the Nativity narrative is expressed in a variety of forms, using a wide religious vocabulary to discuss reasons for the similarities and differences 	<p>How did belief in God affect the actions of people in the Old Testament?</p> <ul style="list-style-type: none"> □ Reflect on how Abraham demonstrated faith in God and how people today might do that □ Ask questions about the moral decisions they and other people make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values □ Understand how Moses felt about following God's 'calling' and the consequences of this □ Explore how a believer's 'calling' or 'vocation' makes a difference to how they do their job and apply the concept of God's 'calling' or 'vocation' to their own dreams and aspirations □ Use the evidence from the Bible to show they understand how Ruth showed selflessness and devotion to God □ Apply the idea of selflessness and sacrifice to their own actions □ Make links between David's faith in God and his ability to overcome the doubts of others □ Show they understand how the story of Solomon can have an impact on Christians today □ Describe a situation where they have had to make a difficult choice and what enabled them to make the 'right' choice □ Describe the similarities and differences between the way Jonah and Daniel reacted to God's call and suggest reasons for their actions □ Reflect on their own responses to following instructions from others <p>What do the monastic traditions within Christianity show us about living in community?</p> <ul style="list-style-type: none"> □ Use religious and other language accurately to describe, compare and evaluate what practices and experiences may be involved in belonging to Christian monastic communities and other groups □ Ask questions about identity and what it means to belong. Suggest answers which refer to individuals or groups, including monastic communities which have inspired and influenced individuals and/or communities □ Use religious and other language accurately to describe, compare and evaluate what practices and experiences may be involved in belonging to Christian monastic communities and other groups □ Ask questions about identity and what it means to belong. Suggest answers which refer to individuals or groups, 	<p>How has the Christian message survived for over 2000 years?</p> <ul style="list-style-type: none"> □ Understand the events of Jesus' Ascension and how believers were tasked with spreading the message of God □ Be aware of the necessary ingredients for a purposeful message that conveys meaning □ Be aware of how the strength of the Christian message and the perseverance of Paul enabled it to survive □ Understand how strength of belief can overcome persecution □ Make links between the events of the first Pentecost and how Christians feel empowered to spread the Christian message □ Be able to describe Christian beliefs of the Trinity, explaining the sources of these beliefs □ Consider how the Trinity has enabled the Christian message to continue today, giving meaning, purpose and truth in Christians' lives □ Consider the beliefs that Christians are promising in Confirmation and explain the sources of these beliefs □ Reflect on promises that they might make to help them live a purposeful life with good meaning □ Suggest reasons for the similar and different beliefs which Christians and other people hold, explaining how religious sources have helped the Christian message survive for over 2,000 years □ Reflect on the messages that touch their life and the lives of others, why the messages affect people and how the messages influence themselves and different people <p>How did the final five human Sikh Gurus shape Sikhi?</p> <ul style="list-style-type: none"> □ Consider how two stories from the childhood of Guru Nanak show that he was special. □ Be able to express their own ideas and opinions about Guru Nanak's religious experience at age 30. □ Be able to make the link between Guru Hargobind's life and his declaration that there was "No Hindu and no Muslim." □ Be able to ask questions about religious experiences. □ Know who Guru Har Rai was and how he showed compassion for people, animals and the natural world. □ Be able to express their own ideas and opinions about care for the world.

		<p>including monastic communities which have inspired and influenced individuals and/or communities</p> <p>What happens in churches at Easter?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know and understand what Lent means and how some Christians might observe it <input type="checkbox"/> Know that Ash Wednesday marks the beginning of Lent <input type="checkbox"/> Know what a ritual is and be able to use religious vocabulary accurately to explain the way a ritual is carried out <input type="checkbox"/> Consider what impact participating in a ritual might have on a believer's life <input type="checkbox"/> Reflect on what ritual they believe has the greatest impact on a believer's life <input type="checkbox"/> Know the meaning of Palm Sunday, Maundy Thursday, Good Friday, Holy Saturday and Easter Sunday and how these link to the last week of Jesus' life <input type="checkbox"/> Describe what happens in churches on Palm Sunday, Maundy Thursday, Good Friday, Holy Saturday and Easter Sunday 	<ul style="list-style-type: none"> <input type="checkbox"/> Be able to make the link between Guru Har Rai's teaching and the work of (Bhagat) Puran Singh. <input type="checkbox"/> Know about the life of Guru Har Krishan and Sikh beliefs about death. <input type="checkbox"/> Know what happens at a Sikh funeral. <input type="checkbox"/> Be able to express their own ideas and opinions about death. <input type="checkbox"/> Be able to make the link between Sikh beliefs about death and the willingness of Guru Har Krishan to risk his life to serve others. <input type="checkbox"/> Know the significance of Guru Tegh Bahadur. <input type="checkbox"/> Be able to ask questions around the death of Guru Tegh Bahadur. <input type="checkbox"/> Be able to express empathy and their own ideas and opinions. <input type="checkbox"/> Know the significance of Guru Gobind Singh and his contribution to the development of Sikhi <input type="checkbox"/> Be able to ask questions about identity. <input type="checkbox"/> Be able to consider the implications of living as a Khalsa Sikh in Britain today. <input type="checkbox"/> Be able to express their own ideas and opinions
ENGLISH	<p>Texts studied</p> <ul style="list-style-type: none"> <input type="checkbox"/> Being Me (Poetry) <input type="checkbox"/> The Midnight Fox (Fiction) <input type="checkbox"/> Shakespeare (Older literature/playscripts) <input type="checkbox"/> Tom's Midnight Garden - (Graphic Novel) <p>Writing outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poetry <input type="checkbox"/> Character exploration <input type="checkbox"/> Informal letter writing <input type="checkbox"/> Newspaper article <input type="checkbox"/> Diary entry <input type="checkbox"/> Debate <input type="checkbox"/> Monologue <input type="checkbox"/> Performance recital & rhyme, repetition and language <input type="checkbox"/> Play script <input type="checkbox"/> Persuasive writing <input type="checkbox"/> Descriptive writing <input type="checkbox"/> Explanation texts <input type="checkbox"/> Recount <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revise grammar and punctuation from Year 4 <input type="checkbox"/> Use relative clauses (who, which, where, when, whose, that) <input type="checkbox"/> Evaluate and edit writing by assessing the effectiveness of own and others' writing <input type="checkbox"/> Use devices to build cohesion within a paragraph (<i>then, after that, firstly, this, his, despite this</i>) <input type="checkbox"/> Link ideas across paragraphs using adverbials of time (<i>later / soon afterwards</i>), place (<i>nearby</i>), and number (<i>secondly</i>) or tense choices (<i>he had seen her before</i>) <input type="checkbox"/> Use commas to separate phrases and clauses in sentences 	<p>Texts studied</p> <ul style="list-style-type: none"> <input type="checkbox"/> Street Child (Historical fiction) <input type="checkbox"/> Charles Dickens Extracts (Older Literature) <input type="checkbox"/> War Game (Author study, historical fiction) <input type="checkbox"/> War Poems (Poetry) <input type="checkbox"/> Until I met Dudley (Explanation text) <p>Writing outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance recital & rhyme, repetition and language <input type="checkbox"/> Innovated explanatory writing <input type="checkbox"/> Biography (Non-fiction) <input type="checkbox"/> Monologue <input type="checkbox"/> Formal & Informal letter writing <input type="checkbox"/> Descriptive writing <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revise relative clauses (who, which, where, when, whose, that) <input type="checkbox"/> Evaluate and edit writing by assessing the effectiveness of own and others' writing <input type="checkbox"/> Indicate degrees of possibility in writing using adverbs (<i>perhaps, surely, certainly</i>) and modal verbs (<i>might, should, will, must</i>) <input type="checkbox"/> Revise devices to build cohesion within a paragraph (<i>then, after that, firstly, this, his, despite this</i>) <input type="checkbox"/> Link ideas across paragraphs using adverbials of time (<i>later / soon afterwards</i>), place (<i>nearby</i>), and number (<i>secondly</i>) or tense choices (<i>he had seen her before</i>) <input type="checkbox"/> Use commas to separate phrases and clauses in sentences <input type="checkbox"/> Use brackets or dashes to indicate parenthesis <input type="checkbox"/> Use colons and semi colons <p>Reading & Comprehension</p>	<p>Texts studied</p> <ul style="list-style-type: none"> <input type="checkbox"/> Heinz Beans (Visual literacy) <input type="checkbox"/> Brightstorm (Adventure and mystery) <input type="checkbox"/> Lady of Shalott (Poetry) <input type="checkbox"/> River Animals (Non-fiction) <p>Writing outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retelling a story using emotions and feelings <input type="checkbox"/> Persuasive writing <input type="checkbox"/> Biography (fiction) <input type="checkbox"/> Descriptive writing <input type="checkbox"/> Writing a narrative section of a story suspense <input type="checkbox"/> Non chronological report writing <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revise relative clauses (who, which, where, when, whose, that) <input type="checkbox"/> Evaluate and edit writing by assessing the effectiveness of own and others' writing <input type="checkbox"/> Indicate degrees of possibility in writing using adverbs (<i>perhaps, surely, certainly</i>) and modal verbs (<i>might, should, will, must</i>) <input type="checkbox"/> Revise devices to build cohesion within a paragraph (<i>then, after that, firstly, this, his, despite this</i>) <input type="checkbox"/> Link ideas across paragraphs using adverbials of time (<i>later / soon afterwards</i>), place (<i>nearby</i>), and number (<i>secondly</i>) or tense choices (<i>he had seen her before</i>) <input type="checkbox"/> Use commas to separate phrases and clauses in sentences <input type="checkbox"/> Use brackets or dashes to indicate parenthesis <input type="checkbox"/> Prepare poems to read aloud and to perform <input type="checkbox"/> Use colons and semi colons

	<input type="checkbox"/> Indicate degrees of possibility using modal verbs Reading & Comprehension <input type="checkbox"/> Read for enjoyment <input type="checkbox"/> Participate in discussion <input type="checkbox"/> Discuss and clarify the meaning of words <input type="checkbox"/> Reading fluency <input type="checkbox"/> Deduce the meaning of unknown words from their context <input type="checkbox"/> Retrieve and infer	<input type="checkbox"/> Discuss sequence of events <input type="checkbox"/> Make predictions <input type="checkbox"/> Ask and answer questions <input type="checkbox"/> Retrieve and infer <input type="checkbox"/> Deduce the meaning of unknown words from their context	<input type="checkbox"/> Active/passive Reading & Comprehension <input type="checkbox"/> Recognise simple recurring literary language in stories and poetry <input type="checkbox"/> Reading comprehension <input type="checkbox"/> Deduce the meaning of unknown words from their context
MATHS	Number and place value <input type="checkbox"/> Recognise place value of any whole number up to 5 digits <input type="checkbox"/> Recognise place value of any decimal numbers (including tenths, hundredths and thousandths) <input type="checkbox"/> Comparing and ordering whole numbers up to 5 digit numbers and decimals <input type="checkbox"/> Round any number up to 5 digit numbers to the nearest 10, 100, 1000 or 10000 <input type="checkbox"/> Read Roman numerals to 100 Number - Addition & subtraction <input type="checkbox"/> Explore calculation strategies for large number problems, reasoning towards appropriate operations and methods <input type="checkbox"/> Add and subtract numbers mentally with increasing large numbers, exploring strategies <input type="checkbox"/> Add and subtract 4-digit numbers using efficient written methods <input type="checkbox"/> Solve word problems Statistics <input type="checkbox"/> Complete, read and interpret information in tables, including timetables Number - Multiplication and division <input type="checkbox"/> Use known tables to derive other number facts <input type="checkbox"/> Identify all multiples and factors, including finding all factor pairs <input type="checkbox"/> Establish whether a number less than 100 is prime <input type="checkbox"/> Multiply & divide whole numbers by 10, 100 & 1000 <input type="checkbox"/> Multiply & divide mentally using doubling and halving and using derived facts (e.g. if I know $35 \div 5 = 7$, what is $350 \div 5$?) <input type="checkbox"/> Use a written method to multiply 3-digit and 4-digit numbers by 1-digit and 2 digit numbers and estimate answers <input type="checkbox"/> Divide 3-digit numbers by 1-digit numbers using a written method and express remainders as a fraction (grid / column methods) <input type="checkbox"/> Solve division word problems with remainders Measurement <input type="checkbox"/> Calculate the perimeter of rectilinear shapes <input type="checkbox"/> Convert 12-hour clock times to 24-hour clock time <input type="checkbox"/> Find a time a given number of minutes or hours and minutes later <input type="checkbox"/> Calculate time intervals using 24-hour clock format <input type="checkbox"/> Measure lengths in mm and convert to cm	Number and place value <input type="checkbox"/> Revise place value of any whole number up to 5 digits <input type="checkbox"/> Revise place value of any decimal numbers (including tenths, hundredths and thousandths) and make calculations <input type="checkbox"/> Negative numbers <input type="checkbox"/> Revise Roman numerals to 100 Number - Addition & subtraction <input type="checkbox"/> Practise calculation strategies for large number problems, reasoning towards appropriate operations and methods <input type="checkbox"/> Add and subtract numbers mentally with increasing large numbers, exploring strategies and at greater speed <input type="checkbox"/> Add and subtract 5-digit numbers using efficient written methods <input type="checkbox"/> Solve word problems Number - Multiplication and division <input type="checkbox"/> Use known tables to derive other number facts <input type="checkbox"/> Identify all multiples and factors, including finding all factor pairs <input type="checkbox"/> Establish whether a number less than 100 is prime <input type="checkbox"/> Multiply & divide whole numbers by 10, 100 & 1000 <input type="checkbox"/> Multiply & divide mentally using doubling and halving and using derived facts (e.g. if I know $35 \div 5 = 7$, what is $350 \div 5$?) <input type="checkbox"/> Use a written method to multiply 3-digit and 4-digit numbers by 1-digit and 2 digit numbers and estimate answers <input type="checkbox"/> Divide 3-digit numbers by 1-digit numbers using a written method and express remainders as a fraction (grid / column methods) <input type="checkbox"/> Solve division word problems with remainders Number - Fractions and decimals <input type="checkbox"/> Revise equivalent fractions <input type="checkbox"/> Recognise equivalent tenths, hundredths and thousandths <input type="checkbox"/> Compare and order decimals and fractions <input type="checkbox"/> Read and write fractions as decimals up to 3 decimal places <input type="checkbox"/> Recognise mixed numbers & improper fractions & convert from one to another <input type="checkbox"/> Solve problems involving fractions and division <input type="checkbox"/> Read, write and order decimal numbers with up to 3 decimal places <input type="checkbox"/> Round decimals with 2dp to nearest whole number & 1dp <input type="checkbox"/> Add and subtract fractions with the same denominator and with denominators that are multiples of the same number	Measurement - converting units <input type="checkbox"/> Solve problems involving converting between units of time (seconds, minutes, hours, then larger time units) <input type="checkbox"/> Convert between metric units of length, mass and capacity <input type="checkbox"/> To convert between metric and imperial units: km to miles; kg to lbs Number - calculating with whole numbers and decimals <input type="checkbox"/> Represent decimals in a variety of ways <input type="checkbox"/> Multiply & divide by 10, 100 & 1000 involving decimals <input type="checkbox"/> Derive + / - / x facts involving decimals from known facts <input type="checkbox"/> Use a range of strategies to add and subtract decimal numbers and solve addition and subtraction problems involving decimals <input type="checkbox"/> Use a written method to multiply decimal numbers <input type="checkbox"/> Explore strategies to multiply decimal numbers and solve multiplication problems involving decimals <input type="checkbox"/> Multiply a whole number using long multiplication (various models) Number - Fractions and percentages <input type="checkbox"/> Add and subtract fractions with the same denominator and with denominators that are multiples of the same number <input type="checkbox"/> Add and subtract improper fractions <input type="checkbox"/> Multiply fractions, improper fractions and mixed numbers by whole numbers <input type="checkbox"/> Find fractions of quantities <input type="checkbox"/> Use percentage to describe proportions of a set of any size <input type="checkbox"/> Identify percentages of amounts and use percentages to compare <input type="checkbox"/> Relate %, decimals and fractions (in particular, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25) Geometry - 2-D and 3-D shape <input type="checkbox"/> Identify, describe and classify 2-D shapes (including, in particular, triangles and quadrilaterals) based on their properties <input type="checkbox"/> Describe the properties of diagonals of quadrilaterals <input type="checkbox"/> Identify, describe and classify 3-D shapes based on their properties

	Geometry and Shape <ul style="list-style-type: none"> □ Use a protractor to measure and draw angles in degrees □ Recognise, use terms and classify angles as obtuse, acute and reflex □ Recognise that angles on a line total 180° and angles round a point total 360° □ Identify and name parts of a circle (diameter, radius and circumference) □ Draw circles using a pair of compasses 	<ul style="list-style-type: none"> □ Add and subtract improper fractions □ Multiply fractions, improper fractions and mixed numbers by whole numbers □ Find fractions of quantities Geometry <ul style="list-style-type: none"> □ Identify, describe and represent the position of a shape on a grid following reflection or translation, including using co-ordinates □ Use the properties of rectangles to deduce related facts and find missing lengths and angles □ Identify, describe and classify triangles □ Find that angles in a triangle have a total of 180° □ Distinguish between regular and irregular polygons based on reasoning about equal sides and angles 	<ul style="list-style-type: none"> □ To recognise 2-D representations of 3-D shapes □ Recognise, describe and build simple 3-D shapes □ Illustrate and name parts of circles (radius, diameter, circumference) □ Use co-ordinates to describe position on a grid in all four quadrants Measurement - volume <ul style="list-style-type: none"> □ Identify and use cube numbers and cubed notation □ Use centimetre cubes to estimate volume □ Visualise and estimate volume of solids and liquids (e.g. using 1cm³ blocks and water) □ Convert metric units of volume Statistics <ul style="list-style-type: none"> □ Complete, read and interpret information in tables, including timetables □ Solve comparison, sum and difference problems using information presented in a line graph
SCIENCE	Properties and Changes of Materials <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 that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	Earth and Space <ul style="list-style-type: none"> □ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system □ Observe the movement of the Moon relative to the Earth □ Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky □ Understand that the scientists' theory of how the universe works has evolved over time. Forces <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 □ Recognise different forces and use force meters to measure weight □ Identify the effects of air resistance, water resistance and friction, that act between moving surfaces □ Interpret and draw force diagrams □ Plan and investigate a fair test to demonstrate the effect of mass on a falling object and friction on an objects speed 	Living things and their Habitats: <ul style="list-style-type: none"> □ Life cycles of plants & animals □ Understand the stages in the life cycle of a flowering plant □ Understand the processes of pollination and fertilization □ Understand asexual reproduction □ Understand the stages in an animal lifecycle Animals, including humans: <ul style="list-style-type: none"> □ Human life cycles including puberty □ 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 □ Describe the changes as humans develop to old age
Computing	Online safety - Being Respectful and Responsible Online <ul style="list-style-type: none"> □ Friendship week Creativity and Programming <ul style="list-style-type: none"> □ Fusing geometry and art. □ Use Inkscape to become familiar with tools and techniques of a graphics package □ Develop awareness of computer generated art □ Experiment with the tools, refining and developing work □ Develop and interactive game □ Use Scratch to create a new game using sequence selection, repetition and variables. □ Testing and refining to improve the game Collecting, finding and using information <ul style="list-style-type: none"> □ Research topics 	Online safety – Understanding impact of online behaviour <ul style="list-style-type: none"> □ Safer internet day Computational thinking <ul style="list-style-type: none"> □ Crack codes – familiarising with semaphore and Morse code □ Encrypt and decrypt messages in simple ciphers □ Appreciate the need to use complex passwords Computer networks (Part 1) <ul style="list-style-type: none"> □ Create a webpage about online safety □ Including using search engines 	Online safety – Keeping Safe online Computer networks (Part 2) <ul style="list-style-type: none"> □ Create a webpage about online safety □ Including using search engines Productivity <ul style="list-style-type: none"> □ Create a virtual space □ Develop familiarity using a simple CAD tool (Sketch Up) □ Develop special awareness by exploring and experimenting with a 3D virtual environment

HISTORY	Romans <ul style="list-style-type: none"> □ Understand where and when the Roman Empire was and place it in chronological context with other historical events. □ Give reasons for why Claudius invaded Britain and the impact this had □ Establish a clear narrative of Roman Britain by understanding what life was like in the Roman Empire for a range of people. □ Understand that there are differences in the way that historical characters have been portrayed in history books. □ Understand what life was like as a Roman soldier in the Roman army. 	Anglo-Saxons (Vikings) <ul style="list-style-type: none"> □ Understand where the Saxons came from and where they settled. □ Understand how the Saxons lived including their religion and beliefs. □ Study the mystery of Sutton Hoo and the stories of Alfred the Great. □ Learn about Beowulf and retell the story. □ Transition from Anglo-Saxons to Vikings Victorians <ul style="list-style-type: none"> □ Understand where and when the Victorian era was and place it in chronological context with other historical events. □ Know about daily life for a Victorian both poor and rich □ Learn about the reign of Queen Victoria □ Study technological inventions and advancements to society 	
GEOGRAPHY	Volcanoes <ul style="list-style-type: none"> □ Understand that the earth is made up of layers. □ Locate some of the world's major volcanoes. □ Identify the structure of a volcano and how they are formed □ Understand & locate the 'Ring of Fire' □ Identify and describe the three main volcano shapes □ Research and locate extinct, dormant and active volcanoes around the world □ Research and present information about Volcanoes □ Know the story of Pompeii 	Focus on Italy <ul style="list-style-type: none"> □ Understand that Europe is a continent made up of many countries □ Locate and name the regions in Italy □ Recognise human and physical features of Italy and England □ Identify the similarities and differences between the 2 countries □ Use and draw conclusions from a variety of maps /atlases at a range of scales 	Rivers <ul style="list-style-type: none"> □ Know and explain the different stages of the Water Cycle □ Understand that water goes through a cleaning process □ Become aware of how much water we use □ Study the journey of a river □ Locate the World's major rivers □ List the effects of flooding □ Understand the causes and consequences of drought □ Understand deposition and erosion River School –Teddington- River Thames <ul style="list-style-type: none"> □ Use knowledge, understanding and sources of evidence to respond to a range of geographical questions □ Carry out a fieldwork survey using simple pieces of equipment and observation to analyse pollutants and water temperatures □ Start to use precise geographical words to describe processes and communicate their findings □ Identify ways they can help look after their own and other environments □ Use Digimaps to mark route to the River School and label local features
DESIGN TECHNOLOGY	Textiles: Christmas decorations <ul style="list-style-type: none"> □ Generate ideas by collecting and using information about designs have been seen □ Produce step-by-step plans for designs □ Share alternative ideas using words, labelled sketches and models □ Reflect on designs, whilst thinking about the final outcome □ Identify what is working well and what could be improved to make the final design even better □ Use needles safely and effectively □ Learn various stitches (blanket stitch, running stitch) □ Cut fabric accurately 	Cooking: Pizza Making <ul style="list-style-type: none"> □ Research the origins of pizza □ Product analysis □ Design a pizza for a purpose □ Weighing and measuring ingredients □ Making pizza dough 	Electrical Systems: Doodlers <ul style="list-style-type: none"> □ Understand how motors are used in electrical products □ Investigate an existing product to determine the factors that affect the product's form and function □ Put findings from research into practice to develop an improved product □ Develop a DIY kit for another individual to assemble their product

	<input type="checkbox"/> Learn technique of applique and sewing on buttons and sequins		
ART	<p>Sculpture and 3D: Interactive Installation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and compare features of art installations <input type="checkbox"/> Investigate the effect of space and scale when creating 3D art <input type="checkbox"/> Problem-solve when constructing 3D artworks <input type="checkbox"/> Plan an installation that communicates an idea <p>Craft and Design: Architecture</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply composition skills to develop a drawing into print <input type="checkbox"/> Apply an understanding of architecture to design a building <input type="checkbox"/> Extend design ideas through research and sketchbook use <p>Explore and evaluate the intention of design</p>	<p>Drawing: I need Space</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing ideas more independently <input type="checkbox"/> Consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. <input type="checkbox"/> Understand the term retrofuturism and futurism <input type="checkbox"/> Combine collage and printmaking to create a piece in their own style. 	<p>Painting and Mixed Media: Portraits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore how a drawing can be developed <input type="checkbox"/> Combine materials for effect <input type="checkbox"/> Identify the features of self-portraits <input type="checkbox"/> Develop ideas towards an outcome by experimenting with materials and techniques <input type="checkbox"/> Apply knowledge and skills to create a mixed-media self-portrait
PHYSICAL EDUCATION	<p>Badminton</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a wider range of skills and I am beginning to use these under some pressure. <input type="checkbox"/> Identify when I was successful and what I need to do to improve. <input type="checkbox"/> Use feedback provided to improve my work. <input type="checkbox"/> Work cooperatively with others to manage our game. <input type="checkbox"/> Understand the need for tactics and can identify when to use them in different situations. <input type="checkbox"/> Understand the rules of the game and I can apply them honestly most of the time. <input type="checkbox"/> Understand there are different skills for different situations and I am beginning to apply this. <p>Netball</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate with my team and move into space to keep possession and score. <input type="checkbox"/> Identify when I was successful and what I need to do to improve. <input type="checkbox"/> Pass, receive and shoot the ball with some control under pressure. <input type="checkbox"/> Stay with an opponent and confidently attempt to intercept. <input type="checkbox"/> Know what the positions are and how they can contribute when attacking and defending. <input type="checkbox"/> Understand the need for tactics and can identify when to use them in different situations. <input type="checkbox"/> Understand the rules of the game and apply them honestly most of the time. <input type="checkbox"/> Understand there are different skills for different situations and begin to apply them. <p>Hockey</p>	<p>Dance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accurately copy and repeat set choreography. <input type="checkbox"/> Choreograph phrases individually and with others considering actions and dynamics. <input type="checkbox"/> Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. <input type="checkbox"/> Lead a group through short warm-up routines. <input type="checkbox"/> Refine the way actions, dynamics, relationships and space are in a dance in response to a stimulus. <input type="checkbox"/> Suggest ways to improve their own and others' work using key terminology. <input type="checkbox"/> Use counts when choreographing to stay in time with others and the music. <input type="checkbox"/> Use feedback provided to improve my work. <p>Tag Rugby</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate with a team and move into space to keep possession and score. <input type="checkbox"/> Identify when they have been successful and what can be done to improve. <input type="checkbox"/> Pass and receive the ball with some control under pressure. <input type="checkbox"/> Tag opponents and close down space. <input type="checkbox"/> Know the positions and how they contribute when attacking and defending. <input type="checkbox"/> Understand the need for tactics and can identify when to use them in different situations. <input type="checkbox"/> Understand the rules of the game and apply them honestly most of the time. <input type="checkbox"/> Understand there are different skills for different situations and begin to apply this. <p>Gymnastics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create and perform sequences using apparatus, individually and with a partner. <input type="checkbox"/> Lead a partner through short warm-up routines. 	<p>Athletics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose the best pace for a running event. <input type="checkbox"/> Identify good athletic performance and explain why it is good. <input type="checkbox"/> Perform a range of jumps showing some technique. <input type="checkbox"/> Show control at take-off and landing in jumping activities. <input type="checkbox"/> Take on the role of coach, official and timer when working in a group. <input type="checkbox"/> Use feedback to improve my sprinting technique. <input type="checkbox"/> Persevere to achieve my personal best. <input type="checkbox"/> Show accuracy and power when throwing for distance. <input type="checkbox"/> Situations and I am beginning to apply this. <p>Handball</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lead others and contribute ideas to group work. <input type="checkbox"/> Feedback provided to improve work. <input type="checkbox"/> Apply defensive skills individually and as a team to gain possession, deny space and stop goals. <input type="checkbox"/> Dribble, pass, receive and shoot the ball with some control under pressure. <input type="checkbox"/> Communicate with a team and move into space to help to maintain possession. <input type="checkbox"/> Understand the need for tactics and identify when to use them in different situations. <input type="checkbox"/> Understand the rules and apply them honestly most of the time including when refereeing. <p>Tennis</p> <ul style="list-style-type: none"> <input type="checkbox"/> Return the ball using a forehand groundstroke. <input type="checkbox"/> Return the ball using a backhand groundstroke.

	<ul style="list-style-type: none"> Communicate with my team and move into space to keep possession and score. Dribble, pass, receive and shoot the ball with some control under pressure. Identify when I was successful and what I need to do to improve. Use tracking, tackling and intercepting when playing in defence. Know positions and how each contributes when attacking and defending. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and I can use them most of the time to play fairly and honestly. Understand there are different skills for different situations and I am beginning to apply this. <p>Fitness</p> <ul style="list-style-type: none"> Analyse my fitness scores to identify areas for improvement. Choose the best pace for a running event and maintain speed. Encourage and motivate others to work to their personal best. Identify how different activities can benefit my physical health. Work with others to manage activities. Understand the different components of fitness and how to test them. Understand what my maximum effort looks and feels like and be determined to achieve it. 	<ul style="list-style-type: none"> Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. Use feedback provided to improve work. Use set criteria to make simple judgments about performances and suggest ways they could be improved. Use strength and flexibility to improve the quality of a performance. <p>Work safely when learning a new skill to keep myself and others safe.</p> <p>Football</p> <ul style="list-style-type: none"> Communicate with my team and move into space to keep possession and score. Dribble, pass, receive and shoot the ball with some control under pressure. Identify when I was successful and what I need to do to improve. Often make the correct decision of who to pass to and when. Use tracking and intercepting when playing in defence. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and use them most of the time to play honestly and fairly. Understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> Work cooperatively with a partner to keep a continuous rally. Develop the underarm serve and understand the rules of serving. Develop the volley and understand when to use it. Use a variety of strokes to outwit an opponent. <p>Yoga</p> <ul style="list-style-type: none"> Confident to lead others through poses and flows. Create a yoga flow working safely with a partner. Identify how different activities can benefit my physical health. Move with control from one pose to another demonstrating good balance. Provide feedback to others using key terminology. Use feedback provided to improve my work. Use my breath to move from pose to pose. Show strength and flexibility whilst holding yoga poses.
MUSIC	<p>Exploring Sound Colours</p> <ul style="list-style-type: none"> Understand how the inter-related dimensions of music can be utilised for effect Make creative and artistic decisions Express own opinions and understand that art can be subjective Use compositional devices to create a mood or evoke an image Use music programming software to compose and record ideas Work with others on an artistic project Recognise key musical devices in pieces of music Understand that music can communicate many ideas, images and emotions. 	<p>Song-Writing</p> <ul style="list-style-type: none"> Know ways song can be used to express thoughts, tell a story or share information. Understand broadly how song has developed over the ages. Learn the vocabulary relating to song-writing and song-structure Learn how to compose a verse, chorus, bridge and hook. Use pre-recorded tracks to inspire a melody. Begin to know how to build chords and create simple chord progressions Write a song (or song-excerpt) and perform it either individually or within a small group. 	<ul style="list-style-type: none"> Aural Awareness Develop listening skills Learn and use musical language to appraise a piece of music. Gain knowledge of a varied cross-section of composers and musical styles. Become more familiar with instruments of the orchestra. Use musical devices heard within musical pieces to create own compositions.
PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)	<p>School Rules</p> <p>Being me in my world</p> <ul style="list-style-type: none"> Give examples of people in my country who have different lives to mine. Say why being part of a community is positive and why it is important that the community is a fair one Compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. 	<p>Dreams and goals</p> <ul style="list-style-type: none"> Know about a range of jobs and the contributions made by people in these jobs Identify what I would like my life to be like when I grow up and a job that I would like to do. Consider the dreams and goals of young people in a different culture. Compare my hopes and dreams with those of young people from different cultures. Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. 	<p>Relationships</p> <ul style="list-style-type: none"> Compare different types of friendships and the feelings associated with them. Explain how to stay safe when using technology to Communicate with my friends including how to stand up for myself, negotiate and to resist peer pressure. Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. <p>Puberty (Sex Education)</p>

	<input type="checkbox"/> Explain how the actions of one person can affect another and can give examples of this from school and a wider community context. Celebrating differences <input type="checkbox"/> Give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel. <input type="checkbox"/> Say why it is important to respect my own and other people's cultures behaviour. <input type="checkbox"/> Suggest why some people are the victims of bullying/discrimination and why respect is an important value.	Healthy me <input type="checkbox"/> Explain different roles that food and substances can play in people's lives. <input type="checkbox"/> Explain how smoking and alcohol misuse is unhealthy. <input type="checkbox"/> Summarise different ways that I respect and value my body.	<input type="checkbox"/> Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. <input type="checkbox"/> Express how I feel about the changes that will happen to me during puberty. <input type="checkbox"/> Accept these changes might happen at different times to my friends.
FRENCH	Healthy Eating Bon appetite, bonne sante <input type="checkbox"/> Listen and respond to opinions about food <input type="checkbox"/> Talk about whether food is healthy or not <input type="checkbox"/> Order food and drink, including specifying filling/flavour <input type="checkbox"/> Identify the different sounds represented by the grapheme 'a' in French <input type="checkbox"/> Use a variety of conjunctions <input type="checkbox"/> Compare French and English school lunchtime Music Je suis le musicien <input type="checkbox"/> Listen and respond to opinions about music and musical instruments <input type="checkbox"/> Ask and answer questions about types of music, instruments played and musical tastes in first, second and third person singular <input type="checkbox"/> Identify masculine and feminine nouns and select the appropriate pronoun <input type="checkbox"/> Give positive and negative opinions, with reasons <input type="checkbox"/> Write a short text about music <input type="checkbox"/> Explore the difference between the 'u' and 'ou' sounds in French <input type="checkbox"/> Recognise when to use tu and vous	Directions En route pour l'école <input type="checkbox"/> Listen to and follow simple and longer directions in French <input type="checkbox"/> Recite and use the French alphabet <input type="checkbox"/> Begin to understand liaison in French <input type="checkbox"/> Communicate the need for help <input type="checkbox"/> Understand and tell the time ('o'clock' and 'half past') <input type="checkbox"/> Understand, give and sequence instructions <input type="checkbox"/> Pronounce the 'r' sound correctly in French Les Planetes <input type="checkbox"/> To listen and respond to information in French about the solar system <input type="checkbox"/> To ask and answer questions about the planets in French <input type="checkbox"/> To describe the planets in French using prepositions and adjectives <input type="checkbox"/> To read descriptions and identify correct and incorrect statements <input type="checkbox"/> To be aware of sentence structure and parts of speech in French <input type="checkbox"/> To talk and write about the planets, with support from word cards, a scaffold and a parallel dual text <input type="checkbox"/> To identify the 'u' sound in a variety of words	The Beach Scene de plage <input type="checkbox"/> To listen and respond to questions about a picture <input type="checkbox"/> To identify an image by listening to a description <input type="checkbox"/> To read and show understanding of a description by drawing a picture <input type="checkbox"/> To describe a scene using a variety of verbs in third person singular and plural <input type="checkbox"/> To use adjectives to describe nouns, using appropriate agreements and position <input type="checkbox"/> To understand and use instructions in a recipe <input type="checkbox"/> To distinguish between 'j' and 'g' sounds in French <input type="checkbox"/> To describe a beach scene by imitating a text <input type="checkbox"/> Le Retour du Printemps <input type="checkbox"/> To listen and respond to the poem/song Le Retour du Printemps <input type="checkbox"/> To listen and identify the month of someone's birthday. <input type="checkbox"/> To ask and answer questions about the weather, the seasons and the months. <input type="checkbox"/> To read aloud a text and show understanding with actions <input type="checkbox"/> To rewrite a poem using a scaffold <input type="checkbox"/> To write about the myth of Persephone and the four seasons <input type="checkbox"/> To identify the sound 'i' in a variety of letter strings To use adjectives in description