Subject	Key Learning
Religion	**Jesus the Teacher** The children will have an opportunity to: Know that Jesus was a Jew. Know the story of the Presentation of Jesus in the Temple Know that Jesus attended the Synagogue as a child and as an adult, read the Torah Know that Jesus travelled around teaching people the word of God and his kingdom Understand why Jesus used parables to teach people Know and understand some of the parables Jesus told. Appreciate the relevance of the parables for us today Recognise that Lent is an opportunity for us to change our behaviour and live as Jesus told us.
Science	**Animals – Teeth and Digestion** ▪ Describe the simple functions of the basic parts of the digestive system in humans. ▪ Identify the different types of teeth in humans and their simple functions. ▪ Construct and interpret a variety of food chains, identifying producers, predators and prey. ▪ Describe how teeth and gums have to be cared for in order to keep them healthy.
ICT	**Text and Images** **Skills** ▪ Use different font sizes, colours and effects to communicate meaning for a given audience. ▪ Use cut, copy and paste to refine and re-order content. ▪ Combine and use various software tools to complete a project, problem or task. ▪ Use appropriate editing tools to ensure their work is clear and error free, e.g. spell checker, thesaurus, find and replace. ▪ Recognise and use key layout and design features, e.g. text boxes, columns and borders. **Knowledge and Understanding** ▪ Recognise the features of good page design and multimedia presentations. Consider how design features meet the needs of the audience e.g. poster, newspaper, menu, instructions. **Simulations and Modelling** **Skills** ▪ Explore the effects of changing variables in models and simulations, asking 'What if?' questions. ▪ Make and test predictions. ▪ Use a pre-prepared spreadsheet to record data to answer questions and produce graphs. ▪ Use a pre-prepared spreadsheet to explore simple number patterns, e.g. multiples. Change the contents of cells in a pre-prepared spreadsheet and explore the consequences.

Art and Design	**Exploring and Developing Ideas** ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. **Drawing and Painting** ▪ Experiment with ways in which surface detail can be added to drawings (*use grades of pencil, biros, charcoal and chalk).* ▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ▪ Experiment with different grades of pencil and other implements to create lines and marks. ▪ Experiment with different grades of pencil and other implements to draw different forms and shapes. ▪ Begin to show an awareness of objects having a third dimension. ▪ Experiment with different grades of pencil and other implements to achieve variations in tone. ▪ Create textures with a wide range of drawing implements; *experiment with oil and chalk pastel.* ▪ Experiment with different effects and textures in paint. ▪ Create different effects and textures with paint according to what they need for the task. ▪ Mix colours and know which primary colours make secondary colours. ▪ Use more specific colour language. **3-D** ▪ Plan, design and make models from observation or imagination. ▪ Join clay adequately and construct a simple base for extending and modelling other shapes. ▪ Create surface patterns and textures in a malleable material. ▪ Use papier-mâché to create a simple 3-D object.
PE Gymnastics	To develop ways of travelling on feet and hands and feet. ☐ To develop balance on small body parts. ☐ To develop a range of jumping actions ☐ To develop balance on large body parts. ☐ To create a gymnastic sequence of travelling and balancing. ☐ To explore different ways of rolling. ☐ To perform rolling actions and link these with other actions to create a sequence. ☐ To explore different ways of balancing, jumping and travelling. ☐ To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions ☐ To make simple judgements about the quality of performances. ☐ To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions To make simple judgements about the quality of performances and suggest ways they can be improved

PE Tag Rugby	To send and receive a ball To travel with a ball. To travel with a ball with control To use simple tactics to outwit and opponent To apply basic principles suitable for attacking To evaluate and recognise their own success To travel with a ball with control in an invasion game To apply basic principles suitable for attacking in an invasion game i.e. core task "On the Attack" To evaluate and recognise their own success