

Subject	Key Learning
Religion	<p>Jesus, the Saviour The children will have an opportunity to:</p> <ul style="list-style-type: none"> • Know that Jesus came to share our life so that we can share his life; • Know that Jesus is truly God and, as man, truly human; • Know that Jesus came to show us the way to live; • Know that when Jesus died on the cross he took away our sins; know what happened in Holy week; • Know what happened on Easter Sunday • Reflect on how we can share in the life of Jesus; • Appreciate that Jesus is truly God and, as man, truly human; • Take part in some of the Holy Week services • Reflect on the importance of the Resurrection for us.
Geography	<p>Locational Knowledge</p> <ul style="list-style-type: none"> ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia). ▪ Identify the position of latitude, longitude, Equator, Northern Hemisphere. <p>Place Knowledge</p> <ul style="list-style-type: none"> ▪ A region in a European country. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, vegetation belts, rivers, mountains. - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Mapping</p> <ul style="list-style-type: none"> ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Use the index and contents page of atlases. ▪ Link features on maps to photos and aerial views. ▪ Use a scale bar to calculate some distances. <p>Enquiry and Investigation</p> <ul style="list-style-type: none"> ▪ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes. ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. <p>Communication</p> <ul style="list-style-type: none"> ▪ Identify and describe geographical features and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. <p>Use of ICT / Technology</p> <ul style="list-style-type: none"> ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ View a range of satellite images.

	<ul style="list-style-type: none"> ▪ Make use of geography in the news – online reports and websites.
<p>Design Technology</p>	<p>Evaluation of Existing Products</p> <ul style="list-style-type: none"> ▪ Investigate similar products to the one to be made to give starting points for a design. ▪ Research needs of user. ▪ Draw/sketch products to help analyse and understand how products are made. ▪ Identify the strengths and weaknesses of their design ideas in relation to purpose/user. ▪ Investigate key events and individuals in design and technology. <p>Focused Tasks: Textiles</p> <ul style="list-style-type: none"> ▪ Develop vocabulary for tools, materials and their properties. ▪ Understand seam allowance. ▪ Join fabrics using running stitch, over sewing, blanket stitch. ▪ Prototype a product using J cloths. ▪ Use prototype to make pattern. ▪ Explore strengthening and stiffening of fabrics. ▪ Explore fastenings (inventors?) and recreate some. ▪ Sew on buttons and make loops. ▪ Use appropriate decoration techniques. <p>Design</p> <ul style="list-style-type: none"> ▪ Develop more than one design or adaptation of an initial design. ▪ Decide which design idea to develop. ▪ Plan a sequence of actions to make a product. ▪ Record the plan by drawing using annotated sketches. ▪ Use prototypes to develop and share ideas. ▪ Think ahead about the order of their work and decide upon tools and materials. ▪ Propose realistic suggestions as to how they can achieve their design ideas. ▪ Consider aesthetic qualities of materials chosen. <p>Make</p> <ul style="list-style-type: none"> ▪ Prepare pattern pieces as templates for their design. ▪ Use tools with accuracy. ▪ Select from techniques for different parts of the process. ▪ Select from materials according to their functional properties. ▪ Plan the stages of the making process. ▪ Use appropriate finishing techniques. <p>Evaluation (of their Finished Product)</p> <ul style="list-style-type: none"> ▪ Consider and explain how the finished product could be improved. ▪ Discuss how well the finished product meets the design criteria of the user.
<p>Art and Design</p>	<p>Drawing</p> <ul style="list-style-type: none"> ▪ Experiment with ways in which surface detail can be added to drawings. ▪ Use journals to collect and record visual information from different sources. ▪ Draw for a sustained period of time at an appropriate level. ▪ Make marks and lines with a wide range of drawing implements e.g.

	<p>charcoal, pencil, crayon, chalk pastels, pens etc.</p> <ul style="list-style-type: none"> ▪ 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. <p>Painting</p> <ul style="list-style-type: none"> ▪ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ▪ Work on a range of scales e.g. thin brush on small picture etc. ▪ Create different effects and textures with paint according to what they need for the task. <p>Collage</p> <ul style="list-style-type: none"> ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. ▪ Use collage as a means of collecting ideas and information and building a visual vocabulary. <p>Digital Media</p> <ul style="list-style-type: none"> ▪ Record and collect visual information using digital cameras and video recorders. ▪ Present visual images using software. ▪ Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.
<p>Computing</p>	<p>Sound Skills</p> <ul style="list-style-type: none"> ▪ Use a variety of devices and software to select, playback and record voice and other sounds. ▪ Locate and use sound files from online sources, e.g. Audio Networks, and other multimedia resources ▪ Select, import and edit existing sound files in sound editing software, e.g. Audacity. ▪ Use editing tools to refine and improve outcomes and performances. ▪ Use recorded sound files in other software applications. ▪ Be able to share sound recordings with a wider audience. ▪ Use music software to experiment with capturing, repeating and sequencing sound patterns. ▪ Use ICT to create and perform sounds or music that would otherwise not be possible in a live situation, e.g. editing a multi-part piece. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ▪ Talk about software which allows the creation and manipulation of sound and music. ▪ Understand that many types of sounds can be combined in editing software. ▪ Understand how sound can be used in multimodal texts to create meaning and provide effects. ▪ Understand that copyright exists on most recorded music. <p>Online Safety</p> <p>Skills</p> <ul style="list-style-type: none"> ▪ Use technology responsibly. ▪ Recognise acceptable behaviour. ▪ Recognise unacceptable behaviour.

	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ▪ Understand the risks posed by the internet relating to contact e.g. bullying, grooming. ▪ Know a range of ways to report concerns about contact. ▪ Know a range of ways to report concerns about content. ▪ Understand what acceptable online behaviour is. ▪ Understand what unacceptable online behaviour is. ▪ Recognise that cyber bullying is unacceptable and will be sanctioned according to the school's eSafety policies and procedures / Acceptable Use Policy. ▪ Know how to report an incident of cyber bullying if and when it occurs, according to the school's eSafety policies and procedures / Acceptable Use Policy. ▪ Understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world.
<p>PE Gymnastics</p>	<p>To develop ways of travelling on feet and hands and feet.</p> <ul style="list-style-type: none"> • 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
<p>PE Striking and Fielding- Hockey</p>	<p>Progressions leading to CoreTask</p> <ul style="list-style-type: none"> • To send a ball in a striking and fielding game • To receive a ball in a striking and fielding game • To evaluate success • To strike a ball a striking and fielding game • To use simple tactics in a striking and fielding game • To evaluate tactics used in a striking and fielding game