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| **Subject** | **Key Learning** |
| Religion | **The Mission of the Church**  **In this unit the children will have the opportunity to:**  Know the good news that God the Father sent his son to save us;  Know that Peter was chosen by Jesus to play a special role in the Church;  Know that Jesus gave his followers a mission- to spread the Good News to others;  Know that Jesus sent his Spirit to help them at Pentecost;  Understand that this was the beginning of the Church;  Know how Saints Peter and Stephen helped to spread the Good News by their lives and their deaths;  Know the story of the coming of the Holy Spirit at Pentecost;  Understand how the coming of the Holy spirit at Pentecost changed the disciples.  **They will have the chance to:**  Appreciate that we too have a role to play in spreading the Good News;  Identify ways wa can spread the Good News in our lives;  Consider ways in which we can support a mission. |
| Geography | **Locational Knowledge**   * 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.   **Human and Physical Geography**   * Describe and understand key aspects of: * **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.   **Mapping**   * Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. * 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.   **Enquiry and Investigation**   * Ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes.   **Communication**   * 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.   **Use of ICT / Technology**   * Use the zoom facility on digital maps to locate places at different scales. * View a range of satellite images. * Make use of geography in the news – online reports and websites. |
| Science  (Two units over the half term) | **Material Properties and Changes - States of Matter**   * Compare and group materials together, according to whether they are solids, liquids or gases. * Solids, liquids and gases can be identified by their observable properties. * Solids have a fixed size and shape (the size and shape can be changed but it remains the same after the action). * Liquids can pour and take the shape of the container in which they are put. * Liquids form a pool not a pile. * Solids in the form of powders can pour as if they were liquids but make a pile not a pool. * Gases fill the container in which they are put. * Gases escape from an unsealed container. * Gases can be made smaller by squeezing/pressure. * Liquids and gases can flow.   **Pupils Might Work Scientifically**   * By grouping and classifying a variety of different materials. * By exploring the effect of temperature on water and ice. * By researching the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. * By observing and recording evaporation over a period of time, such as a puddle in the playground or washing on a line. * By investigating the effect of temperature on washing drying or snowmen melting.   **Sound**   * Identify how sounds are made, associating some of them with something vibrating. * Recognise that vibrations from sounds travel through a medium to the ear. * Find patterns between the volume of a sound and the strength of the vibrations that produced it. * Recognise that sounds get fainter as the distance from the sound source increases. * Sounds can be made in a variety of ways (pluck, bang, shake, blow) using a variety of things (instruments, everyday materials, body). * Sounds travel away from their source in all directions. * Vibrations may not always be visible to the naked eye.   **Pitch**   * Find patterns between the pitch of a sound and features of the object that produced it. * Sounds can be high or low pitched. * The pitch of a sound can be altered. * Pitch can be altered either by changing the material, tension, thickness or length of vibrating objects or changing the length of a vibrating air column.   Muffling/blocking sounds   * Recognise that vibrations from sounds travel through a medium to the ear. * Sounds are heard when they enter our ears (although the structure of the ear is not important key learning at this age phase). * Sounds can travel through solids, liquids and air/gas by making the materials vibrate. * Sound travel can be reduced by changing the material that the vibrations travel through. * Sound travel can be blocked.   **Pupils might work scientifically by:**   * Finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. * They might make ear muffs from a variety of different materials to investigate which provides the best insulation against sound. * They could make and play their own instruments by using what they have found out about pitch and volume. |
| Computing | **Sound**  **Skills**   * 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.   **Knowledge and Understanding**   * 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. * **Online Safety**   **Skills**   * Use technology responsibly. * Recognise acceptable behaviour. * Recognise unacceptable behaviour.   **Knowledge and Understanding**   * 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.   **tional Curriculum Links** |
| PE  Athletics | * use running, jumping, throwing and catching in   isolation and in combination   * develop flexibility, strength, technique, control   and balance [for example, through athletics and   * gymnastics] * take part in outdoor and adventurous activity   challenges both individually and within a team   * compare their performances with previous ones   and demonstrate improvement to achieve their personal best. |
| PE  Striking and Fielding- Cricket | * use running, jumping, throwing and catching in   isolation and in combination   * play competitive games, modified where   appropriate [for example, badminton, basketball,  cricket, football, hockey, netball, rounders and  tennis], and apply basic principles suitable for  attacking and defending   * take part in outdoor and adventurous activity   challenges both individually and within a team   * compare their performances with previous ones and   demonstrate improvement to achieve their personal  best. |