Subject	Key Learning
RE	God the Holy Spirit Know God called Peter to build His church and he was the first Pope. Know that the apostles realised God could work through them. Know that everybody's work is important for the community. Know why we should work hard to be the best we can be.
Science	**Material Properties – Uses of Materials** ▪ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, rock, paper and cardboard for particular uses. ▪ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (applying a force). ▪ Some materials can be found naturally; others have to be made. **Pupils Might Work Scientifically** ▪ By **comparing** the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs). ▪ By **observing closely**. ▪ By **identifying and classifying** the uses of different material. ▪ By **recording their observations**. By **thinking about** unusual and creative uses for everyday materials
History	**Chronology** Show their developing knowledge and understanding of the past by: ▪ Recognising the distinction between present and past in their own and other people's lives *(e.g. leisure and tourism in Victorian times).* ▪ Identifying some similarities and differences between ways of life in different periods *(e.g. seaside resorts now and then).* ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times…). **Events, People and Changes** ▪ To tell the difference between past and present in their own and other people's lives by Using and making simple comparisons to parts of stories and features of events *(e.g. aspects of leisure such as ice creams and the penny lick).* ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪ Use simple stories and other sources to show that they understand key features of events. **Communication** ▪ Understand and use the simple historical concepts such as now/then and same/different.

	▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). ▪ Understand historical concepts and use them to make simple connections and draw contrasts *(e.g. between the Victorians and themselves).* **Enquiry, Interpretation and Using Sources** ▪ Ask and answer questions about the past through observing and handling a range of sources, such as pictures and written sources. ▪ Identify some of the basic ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).
Art and Design	**Exploring and Developing Ideas** ▪ Record and explore ideas from first hand observations. ▪ Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. ▪ Ask and answer questions about the starting points for their work. ▪ Develop their ideas – try things out, change their minds. ▪ Collage ▪ During the seaside visit, from home or other sources, such as magazines or the internet, children can collect materials for their collage. They can work in groups, discussing possible uses of these materials for creating their seaside images. ▪ Initially, working on smaller individual pieces, children can cut and position an array of blue, white and green fabrics and or papers for sea. Discuss how these can be positioned to suggest movement of waves. Can any of these skills be used for the sky? How might they show clouds? ▪ Children can then add beach to their pictures by gluing on sand, thinking carefully about the positioning of the beach in relation to the sea and sky. ▪ Once the background elements of sky, sea and beach are in place, children can decide what additional elements they wish to add to their collage and can consider and discuss appropriate materials for these. They may wish to explore sticks/driftwood for piers or jetties, fabrics for bunting or boats and paper for beach huts. ▪ Children can discuss how they might show people in their collage pictures. Consider the use of pictures from magazines. Encourage children to consider whether the people are dressed appropriately for their beach collage. Following on from the creation of their individual pieces, children's knowledge can then be used to collaborate on a larger scale piece in groups.
Design Technology	**Evaluation of Existing Products** ▪ Explore existing products and investigate how they have been made. ▪ Decide how existing products do/do not achieve their purpose. ▪ Talk about their design as they develop and identify good and bad points. ▪ Note changes made during the making process as annotation to plans/drawings. **Focused Tasks: Textiles** ▪ Cut out shapes which have been created by drawing round a template onto the fabric.

	▪ Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. ▪ Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. ▪ Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. **Design** ▪ Use pictures and words to convey what they want to design/make. ▪ Propose more than one idea for their product. ▪ Explore ideas by rearranging materials. ▪ Use drawings to record ideas as they are developed. ▪ Add notes to drawings to help explanations. ▪ Describe their models and drawings of ideas and intentions. **Make** ▪ Discuss their work as it progresses. ▪ Select materials from a limited range that will meet the design criteria. ▪ Select and name the tools needed to work the materials. ▪ Explain what they are making. ▪ Explain which materials they are using and why. ▪ Name the tools they are using. ▪ Describe what they need to do next. **Evaluation (of their Finished Product)** ▪ Say what they like and do not like about items they have made and attempt to say why. Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.
PE	Fundamental Movement Skills Athletics Run for different purposes; distance and sprint Jump
Computing	▪ Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program. ▪ Explore and create sequences of commands/instructions in a variety of programs/devices. ▪ Make predictions and describe the effects when creating programs and controlling devices. ▪ Identify errors in instructions. ▪ Use logical reasoning to predict what will happen in simple programs. **Knowledge and Understanding** ▪ Understand that algorithms are a series of steps or instructions to achieve a specific goal. ▪ Understand the meaning of the term program. ▪ Understand that prediction, trial and error are important considerations when creating programs or controlling movement. ▪ Understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing

	buttons and on screen methods. ▪ Understand what debugging is and begin to understand that you can develop strategies to help find bugs. Understand what logical reasoning is and how it can be used to predict what happens in simple programs.