Subject	Key Learning
RE	**God the Father** **I will learn about:** ▪ To know that we live in a country where people have different beliefs and cultures. ▪ To know that there are other faiths. ▪ To know what we share in common and what are differences. ▪ To know what the Catholic Church teaches about our relations with other faiths. ▪ To know that all religions have special celebrations and times of prayer learn about Diwali and Hannukah. ▪ To reflect that God sent his only Son Jesus into the world because he loves us. ▪ Advent get ready for Jesus coming
Science	**Material Changes - Reversible Changes** ▪ 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. ▪ Demonstrate that dissolving, mixing and changes of state are reversible changes. ▪ Changes can occur when different materials are mixed. ▪ Some material changes can be reversed and some cannot. ▪ Recognise that dissolving is a reversible change. ▪ Distinguish between melting and dissolving. ▪ Mixtures of solids (of different particle size) can be separated by sieving. ▪ Mixtures of solids and liquids can be separated by filtering if the solid is insoluble (undissolved). ▪ Evaporation helps us separate soluble materials from water. ▪ Changes to materials can happen at different rates (factors affecting dissolving, factors affecting evaporation – amount of liquid, temperature, wind speed). ▪ Freezing, melting and boiling changes can be reversed (revision from Year Four). ***Notes and Guidance (Non-statutory)*** ▪ *Children should explore reversible changes including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.* **Children Might Work Scientifically** ▪ By observing and comparing the changes that take place. **Material Changes – Irreversible 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. ***Notes and Guidance (Non-statutory)*** ▪ *Children should explore changes that are difficult to reverse, for example,*

	burning, rusting and other reactions, for example vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton. ***Note:** Safety guidelines should be followed when burning materials.* **Children Might Work Scientifically** ▪ By observing and comparing the changes that take place, for example, when burning different materials or baking bread or cakes. ▪ By researching and discussing how chemical changes have an impact on our lives, for example cooking. ▪ By discussing [researching] the creative use of new materials such as polymers, super-sticky and super-thin materials.
Geography	**Locational Knowledge** ▪ Locate the world's countries. ▪ Name and locate *(relevant)* counties and cities of the United Kingdom. ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. **Human and Physical Geography** Describe and understand key aspects of: ▪ Physical geography, including: climate zones, biomes and vegetation belts. ▪ Human geography, including: land use, economic activity including trade links, and the distribution of natural resources including food and water. **Mapping** ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Interpret and use thematic maps. ▪ Use latitude and longitude in an atlas or on a globe. ▪ Use the scale bar on maps. ▪ Read and compare map scales. **Enquiry and Investigation** ▪ Ask and answer questions that are more causal (e.g. Why is that crop grown in that place? Could it be grown here? etc). **Communication** ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language (e.g. biomes). ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop views and attitudes to critically evaluate responses to local *(and*

global) geographical issues, or events in the news.

Use of ICT/Technology
- Use appropriate search facilities when locating places on digital/online maps and websites.
- Start to explain satellite imagery. Use and interpret live data e.g. weather patterns.
- Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.
- Investigate electronic links with schools/children in other places e.g. email/video communication.

Design and Technology	**Evaluation of Products (Existing and Children's own Finished Products)** - Research and evaluate existing products (including book and web based research). - Consider user and purpose. - Identify the strengths and weaknesses of their design ideas. - Consider and explain how the finished product could be improved related to design criteria. - Discuss how well the finished product meets the design criteria of the user. Test on the user. - Give a report using correct technical vocabulary. - Understand how key people have influenced design. **Focused Tasks** - Prepare food products taking into account the properties of ingredients and sensory characteristics. - Weigh and measure using scales. - Select and prepare foods for a particular purpose. - Work safely and hygienically. - Use a range of cooking techniques. - Know where and how ingredients are grown and processed. **Design** - Record ideas using annotated diagrams. - Use models, kits and drawings to help formulate design ideas. - Sketch and model alternative ideas. - Use researched information to inform decisions. - Combine modelling and drawing to refine ideas. - List tools needed before starting the activity. - Plan the sequence of work e.g. using a storyboard. - Devise step by step plans which can be read/followed by someone else. - Decide which design idea to develop. **Make** - Make prototypes. - Develop one idea in depth. - Produce detailed lists of ingredients / components / materials and tools. - Select from and use a wide range of tools.

	- Select from and use a wide range of ingredients. - Use appropriate finishing techniques for the project. - Refine their product – review and rework/improve.
Art	**Drawing** - Work from a variety of sources including observation. - Work in a sustained and independent way to create a detailed drawing. - Use a journal to collect and develop ideas. - Identify artists who have worked in a similar way to their own work. - Use dry media to make different marks, lines, patterns and shapes within a drawing. - Experiment with wet media to make different marks, lines, patterns, textures and shapes. - Explore colour mixing and blending techniques with coloured pencils. - Use different techniques for different purposes i.e. shading, hatching within their own work. - Start to develop their own style using tonal contrast / mixed media. - Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. **Painting** - Develop a painting from a drawing. - Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. - Create imaginative work from a variety of sources e.g. food. - Mix and match colours to create atmosphere and light effects. - Be able to identify and work with complementary and contrasting colours. **Digital** - Use a graphics package to create and manipulate new images. **Evaluate** - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal.
History – The Vikings	**Chronology** - Sequence events and periods through the use of appropriate terms relating to the passing of time *(empire, civilisation, parliament, peasantry…)*. - Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day *(e.g. with particular focus on the period from 850AD to 1066AD)*. - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts *(e.g. propaganda, bias, primary source, secondary source, reliability…)*. - Analyse connections, trends and contrasts over time *(e.g. warfare and battle)*. **Events, People and Changes** - Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on military, political and social

	history. ▪ Establish a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes *(e.g. understanding how different people settled)*. ▪ Present a clear narrative within and across periods that notes connections, contrasts and trends over time. ### Communication ▪ Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. ### Enquiry, Interpretation and Using Sources ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others.
Computing	## Electronic Communication and Collaboration / Computer Networking ### Skills ▪ Independently, and with regard for eSafety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school, e.g., email, discussion forums, blogs, wikis, text messages and other digital communication tools. ▪ Make use of webcams and /or video conferencing, if appropriate and available, e.g., to exchange ideas and collaborate on projects with external providers, another class or school, or abroad. ▪ Extend online publishing to a more global audience, e.g. creating and publishing web pages, blog and podcasting. ▪ Evaluate the effectiveness of a variety of digital communication tools for communicating and collaborating. ### Knowledge and Understanding ▪ Understand the potential benefits and risks of digital communication and that methods will vary according to purpose. ▪ Understanding of which tools are better for communicating or collaborating and those that can be used both. ▪ Understand what open-source software is and the conditions of use when using it. ▪ Understand the difference between the internet and the World Wide Web. ▪ Understand that the Internet provides many different services.

	- Know about the key components of a network and how networks work (including understanding about how different networks function). - Understand what an IP (Internet Protocol) address is. **eSafety Opportunities** **Skills** - Identify unsuitable posts (e.g. on blogs, a forum...) pertaining to content and conduct. - Identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications. - Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online. - Use electronic communication and collaboration tools safely. **Knowledge and Understanding** - Know a range of ways to report concerns about content and contact. - Understand what a digital footprint is. - Understand that electronic communication can be malicious or inappropriate and recognise when an attachment may be unsafe to open. . - Understand the need to respect privacy of other individuals, e.g., through using a bcc function on an email, not uploading/using images or personal information without permission. - Understand they have a right to be protected from inappropriate use of technology by others and the need to respect the rights of other users. . - Understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world. - Know that they should tell a trusted adult immediately if they are asked to meet anybody from the online world in the offline world. - Know how to report any suspicions, e.g., through school's eSafety policies and procedures and the use of CEOP's 'report abuse' button, which links directly to the police. - 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 that they should not publish other peoples' pictures or tag them on the Internet without permission. - Know that content, e.g. photographs and videos, put online are very difficult to remove. - Understand how their own inappropriate conduct can put them at risk whilst online
PE	**Rugby** - To develop the skill of running with a rugby ball in two hands. - To develop the technique of passing and catching a rugby ball. - To be able to score a try. - To develop their understanding of when to pass and when to run with the ball. - To apply the basic strategic and tactical principles of attack. - To choose and apply skills and tactics consistently in rugby type games. - To develop their ability to evaluate their own and others work and suggest ways to improve it. - To understand the basic principles of warming up by choosing - appropriate activities for rugby type games.

	Gymnastics
	- To perform partner balances (matched and mirrored) - To perform counter balance - To perform Counter tension balances - To evaluate and recognise their own success - To create a gymnastic sequence with a partner - To perform the core task "Acrobatic gymnastics" - To evaluate and recognise their success - To develop a sequence onto apparatus