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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.
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| 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.
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| 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** |
| PEAthletics | * 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. |
| PEStriking 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 andtennis], and apply basic principles suitable forattacking 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 personalbest. |