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| Subject | Key Learning |
| **R.E**  God the Holy Spirit  **HRSE** | Themes:  **Solidarity and the Common Good**  **Apostles**  Pentecost  The Sacraments of Service  Children will learn:  Jesus by his resurrection brings Peace and that we are all brothers and sisters one Family one world  Mary is our Mother too  Learn the Hail Mary.  Rosary.  How Jesus chose his first disciples learn about Peter and Paul.  Reflect and how we choose our friends  Know that Jesus reappeared to his friends and then returned to his father in heaven and reflect on times when we are unsure what is happening  Learn We Believe prayer.  The Ascension  Know the story of Pentecost.  Begin to know rites of confirmation  What a priest/bishop/pope does/  We learn together in our school community  Notice the ways in which they are the same as or diﬀerent from other people.(CORE1)  Communicate their feelings to others. (CORE1)  Know their responsibilities towards themselves, other people and creation.(CORE1)  Their part in their family.(CORE 2)  Their invitation to be part of a wider family of God.(CORE 2)  Their belonging in various groups as communities such as home, school and parish.(CORE 2)  To develop their relationship with God through prayer acts of worship(CORE 2)  When saying no is OK to peers and adults(CORE 2)  Who to go to if they are worried or unhappy or feel they are being teased or bullied(CORE 2) |
| **Science**  **Material Properties – Everyday Materials** | * Distinguish between an object and the material from which it is made. * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock *(and brick, paper and cardboard).* * Describe the simple physical properties of a variety of everyday materials. * Compare and group together a variety of everyday materials on the basis of their simple physical properties. |
| **Geography** | **Locational knowledge**   * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.   **Human and Physical Geography**   * Identify seasonal and daily weather patterns in the United Kingdom. * Use basic geographical vocabulary to refer key physical and human features.   **Mapping**   * Use a range of maps and globes (including picture maps) at different scales. * Use vocabulary such as bigger/smaller, near/far. * Use large scale maps and aerial photos of the school and local area. * Recognise simple features on maps e.g. buildings, roads and fields. * Follow a route on a map starting with a picture map of the school. * Recognise that maps need titles. * Recognise landmarks and basic human features on aerial photos. * Draw a simple map e.g. of a garden, route map, place in a story. * Use and construct basic symbols in a map key. * Know that symbols mean something on maps. * Look down on objects and make a plan e.g. of the classroom or playground.   **Fieldwork**   * Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds. * Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. * Use simple compass directions (NSEW). * Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. * Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.   **Enquiry and Investigation**   * Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about their environment. * Investigate through observation and description.   **Communication**   * Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. * Notice and describe patterns. * Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. * Use basic geographical vocabulary from the programme of study as well as to describe specific local geographical features. * Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. * Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.   **Use of ICT / technology**.   * Do simple searches within specific geographic software. * Add simple labels to a digital map. * Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. * Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. |
| **DT**  Make a tent structure | **Evaluation of Existing Products**   * Explore existing products and investigate how they have been made. * Talk about their design as they develop and identify good and bad points. * Decide how existing products do/do not achieve their purpose.   **Focused Tasks: Structures**   * Explore how to make structures stronger * Investigate different techniques for stiffening a variety of materials. * Test different methods of enabling structures to remain stable. * Join appropriately for different materials and situations e.g. glue, tape. * Mark out materials to be cut using a template. * Use a glue gun with close supervision.   **Design**   * Use pictures and words to convey what they want to design/make. * Model ideas with kits, reclaimed materials. * Select appropriate technique explaining First… Next… Last… * Explore ideas by rearranging materials. * Select pictures to help develop ideas. * Describe their models 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**  **Following trails** | * pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. * They should take part in simple orientation activities using maps and diagrams. This will lay the foundations for future outdoor and adventurous activities in which children learn to use simple maps and follow simple trails. |