

Subject	Key Learning
RE	<p>The Kingdom of God – In this topic the children: reflect on what the Kingdom of God is like; reflect on the importance of responding to the invitation to the Kingdom; know that everyone is called to enter the Kingdom and reflect on responses; reflect on words and deeds necessary to show commitment to the Kingdom; know that Jesus’ miracles reflected the beginning of the Kingdom and show us what God is like.</p> <p>Justice – In this topic, the children: explore what justice is and know that we are called to work for it; know that God calls all of us to speak out about justice; are aware that Christians across the world speak up for justice and that justice starts with each one of us; know that in Advent we prepare to celebrate the birth of Jesus.</p>
Science	<p>Environment – Evolution and Inheritance</p> <ul style="list-style-type: none"> ▪ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. ▪ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. ▪ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Computing	<p>Digital Research – Searching Skills</p> <ul style="list-style-type: none"> ▪ Choose to use the internet when appropriate as a tool for independent research, e.g. gathering text, images, videos and sound as resources to use in their own work. ▪ Use more advanced searching techniques (e.g. Boolean and relational operators). ▪ Choose the most appropriate search engine for a task, e.g. image search, search within a specific site or searching the wider internet. ▪ Be able to create and use folders within lists of book-marks or favourites to organise content. ▪ Apply their knowledge of what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school. ▪ Use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books. ▪ Identify whether a file has copyright restrictions and can be legally downloaded from the internet then used in their own work.
Art	<p>Drawing</p> <ul style="list-style-type: none"> ▪ Work from a variety of sources including observation, photographs and digital images. ▪ Work in a sustained and independent way to create a detailed drawing. ▪ Develop close observation skills using a variety of view finders. ▪ Use a journal to collect and develop ideas. ▪ Use dry media to make different marks, lines, patterns and shapes within a drawing.

	<ul style="list-style-type: none"> ▪ Experiment with wet media to make different marks, lines, patterns, textures and shapes. ▪ Explore colour mixing and blending techniques with coloured pencils, pastels. ▪ Use different techniques for different purposes i.e. shading, cross-hatching. ▪ Show an awareness of how paintings are created i.e. composition. <p>Painting</p> <ul style="list-style-type: none"> ▪ 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. observational drawing, themes. <p>Digital</p> <ul style="list-style-type: none"> ▪ Use a graphics package to create and manipulate new images. ▪ Be able to import an image (scanned, retrieved, taken) into a graphics package. ▪ Understand that a digital image is created by layering. ▪ Create layered images from original ideas.
<p>Design and Technology</p>	
<p>PE Dance</p>	<ul style="list-style-type: none"> ▪ Throughout KS2 pupil should perform dances using a range of movement patterns and learn how make dance phrases and sequences of movement. ▪ The children will learn how to evaluate and recognise their own success and compare their performances with previous ones and demonstrate improvement to achieve their personal best. ▪ In Year Six dance, children think about how to use movement to explore and communicate ideas. In Year Six children focus on popular dance styles of different eras. They explore a range of dances, using step and gesture patterns, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. They learn more about both dance style and music.
<p>PE Netball/ Basketball</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> · 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 · develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] · perform dances using a range of movement patterns · 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.
