

Geography

Biomes

- Revise the 6 continents of the world.
- Name the biomes of the world.
- Identify the location and characteristics of biomes- including plants, animals, climate, physical and human features.
- Describe and understand aspects of settlements and land use in biomes and the distribution of natural resources.
- Use maps, atlases, globes and computer mapping to locate.
- Use the eight points of a compass, four and six number grid references and OS maps to build knowledge.

Science

Living Things and their Habitats

- describe the differences between life cycles of mammals, amphibians, insects and birds.
- describe the process of reproduction in some plants and animals.

Earth and Space

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.

Forces- Gravity

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Music

Hans Zimmer

- Listen with sustained concentration to both live and recorded music
- recognise the family groups within the orchestra
- understand the role of the conductor
- identify some of the structural and expressive aspects of the music heard e.g. starts slowly and gets faster
- discuss the impact of a piece of music
- begin to read simple musical on a musical stave. E.g. FACE EGBDF
- begin to compose simple melodies using combinations of the taught notes
- begin to follow simple musical notation when playing as part of an ensemble
- perform rhythmical and melodic patterns on a variety of percussion instruments
- read and play simple musical notation represented on a musical stave
- perform as part of an ensemble
- participate in improvisation sessions with confidence
- explain the place of silence and say what effect it has
- identify the purpose of the music e.g. the power of music in films

Literacy

Autumn 2: 'A Christmas Carol' – Charles Dickens

- Describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Use devices to build cohesion within paragraphs
- Use expanded noun phrases to convey complicated information concisely
- Consider how an author has developed a character
- Proof-read and edit writing effectively
- Read and discuss a wide range of texts
- Check sense, discuss understanding and explore the meaning of words in context
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers

Spring 1: 'The Iron Man' - Ted Hughes:

- Write diary entries
- Write character descriptions
- Unpick the features of Newspaper articles
- Write in the past tense
- Use modal verbs to indicate degree of possibility
- Write Newspaper articles
- Use rhetorical questions
- Begin to write complex sentences using relative clauses.
- Use colons to introduce a list and separate clauses.
- Begin to use formal and informal language appropriately
- Use direct and indirect speech

Earth and Beyond...



End Points

Art

Walter Mason:

- Draw still life pictures – showing an awareness of shape, colour, texture
- Use different techniques for different purposes e.g. shading, hatching, blending
- Begin to show an awareness of scale and proportion in their photography
- Produce a piece of artwork integrating digital images they have taken (Mason)
- Begin to scan images and photographs and alter/adapt them
- Take photographs and print them off independently
- Plan, design and make models/sculptures from observation or imagination
- Use a variety of joining techniques and a variety of materials when making sculptures/models
- Take into account the properties of different materials when selecting them to use in their models/sculptures
- Use tools safely and with increasing accuracy and control and identify risk
- Use fabrics/materials to make 3D structures
- Use collage as a means of collecting ideas and information e.g. mood board

- Print using several colours
- Create an accurate print design that meets a given criteria
- Explore printing in our world e.g. wallpaper designs (natural prints)

R.E.

Judaism:

- -Understand the story of Exodus from the Old Testament and how it a significant story for Jewish people during Passover.
- -Understand some of the religious symbols linked to Jewish beliefs

Hinduism:

- Understand the belief in the One Supreme God – Brahman
- Describe the significance of pilgrimages to Hindu people

Advent/ Christmas- Loving/Hope Local Church/Community Eucharist-Relating

Computing

Coding

- Review existing coding knowledge
- Begin to be able to simplify code
- Create a playable game
- Understand what a simulation is
- Program a simulation using 2Code
- Know what decomposition and abstraction are in Computer Science
- Take a real-life situation, decompose it and think about the level of abstraction
- Use decomposition to make a plan of a real-life situation
- Understand how to use friction in code
- Begin to understand what a function is and how functions work in code
- Understand what the different variable types are and how they are used differently
- Understand how to create a string
- Begin to explore text variables when coding
Understand what concatenation is and how it works

Databases

- Learn how to search for information in a database
- Contribute to a class database
- Create a database around a chosen topic

Happy, Healthy Me /PSHE

Working Together:

- Research, discuss and debate topical issues, problems and events that are of concern to me
- Understand why rules and laws are in place and that they are needed to protect us
- Understand that there are basic human rights that everyone is entitled to
- Know all about the political parties in our country and some of the things they stand for
- Identify how laws are made; understand what is meant by democracy and the voting process
- Know that my views and opinions are listened to in school
- Be aware of local and national charities who work to ensure everyone is safe, well and happy
- Begin to think about issues which I feel strongly about
- Accept and appreciate people's friendship and try not to demand more than they are able or wish to give and know that sometimes difference can be a barrier to friendship.
- Explain some things that a good leader should do.
- Tell people if I agree or don't agree with them and why (groups) and listen to people when they don't agree with me: thinking about what they have said.
- Use my skills for solving problems peacefully to help other people resolve conflict.

Say NO to Bullying:

- Know what a stereotype is and confidently challenge them
- Understand what discrimination is, including some of the language used; how discrimination feels and that it is unacceptable
- Try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions
- Know how it can feel to be excluded or treated badly because of being different in some way.
- Understand how rumour-spreading and name-calling can be bullying behaviours.
- Explain the difference between direct and indirect types of bullying.
- Explain some of the ways in which one person (or group of people) can have power over another.
- Know some of the reasons why people use bullying behaviours.
- Know some ways to encourage children who use bullying behaviours to make other choices.
- Explain a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.

Being Responsible:

- Know the effects and risks of smoking and know about the law in relation to smoking; understanding that some other drugs can be smoked, too
- Know that there are a range of reasons that someone could take drugs
- Know what the media says about drugs and smoking
- Think of some strategies to avoid being pressured into taking drugs
- Know who to speak to when I am faced with a situation in which they may feel pressured
- Know that my increasing independence brings increased responsibility to keep myself and other people safe
- Recognise risks and decide how to manage them responsibly; using basic techniques to resist pressure to do something dangerous, unhealthy or something that makes me uncomfortable
- Know that some things are better value for money than others
- Understand that being a critical consumer can help me make the most of my money
- Be aware that being in debt can have an effect on people's happiness and general welfare
- Know what the term enterprise means
- Identify skills that would make someone enterprising
- Understand that being enterprising may lead to job opportunities
- Know what steps to take in an emergency and how important it is during an emergency to remain calm
- Understand some of the reasons why people might run away from home and I can identify the potential dangers and risks of it