



Term/Concept	Autumn A - Changes	Spring A - Creatures	Summer A - Time
<p><b>History</b></p>	<p><b>Change and Continuity</b> Changes within living memory and how they have influenced life today. <b>The Roman Empire</b> and its impact on Britain. To be able to investigate and interpret different accounts of historical events and be able to explain why they may differ. Use a variety of historical sources to collect and organise information. To be able to understand the relevant time frame and know BC/AD.</p>	<p><b>Cause and Consequence</b> To study Britain's settlement by Anglo-Saxons and Scots and recognise the impact it had on Britain today.</p>	<p><b>Significance</b> Who were the greatest builders? Events beyond living memory Earliest civilisations. Identify historically significant people and events To be able to construct informed responses about this aspect of life through careful selection and organisation of relevant historical information.</p>
<p><b>Geography</b></p>	<p><b>Human geography</b>, including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>Geographical skills and fieldwork:</b> use the eight points of the compass, four and six figure grid references, Ordnance Survey maps to build knowledge of the UK and the wider world <b>Locational Knowledge:</b> name and locate the counties and cities of the UK, human characteristics, geographical regions, key topographical features, land patterns and how these change over time</p>	<p><b>Locational Knowledge:</b> continents and oceans, counties and capital cities in the uk</p>

<p><b>Science</b></p>	<p><b>Rocks:</b> compare and group together different types of rocks on the basis of their appearance and physical properties. Describe how fossils are formed when things that have lived have been trapped within rock Recognise that soils are made from rocks and organic matter</p>	<p><b>Light</b> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change</p> <p><b>Electricity</b> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p><b>States of matter</b> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><b>Sound</b> 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 pitch of a sound and features of the object that produced it 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</p>
<p><b>Art</b></p>	<p><b>Collage</b> To know what collage is and how mosaics were used by the Romans to decorate their homes.</p> <p>To understand and use different techniques, associated with creating a collage.</p> <p>To know how use of colour and combinations can create different effects.</p>	<p><b>Work of other artists</b> To be aware of Salvador Dali who was a Spanish Surrealist painter and recognise his style. To understand how he has portrayed his techniques within his art. To understand the surrealism movement and its rationale.</p>	<p><b>Printing</b> To be aware of a variety of the printing technique of block printing and understand and use the processes used to produce a simple print using the 7 wonders of the world as a stimulus.</p> <p><b>Drawing</b></p>

	<p><b>3D objects</b> – Roman Shields  <i>See DT knowledge and skills organiser</i></p>		<p><b>Painting</b>          To revisit and know the primary colours of red, blue and yellow and know that secondary colours will be produced by mixing primary colours together. To use this knowledge to paint a picture of a dragon.          To know that a range of tones can be made by adding increasing amounts of a dark colour to a light colour</p>		<p>To know how pencils are classified – hard (H) soft- blackness (B) and use them appropriately to add texture to sketches and paintings. Know how to use that knowledge that shading can make a 2D sketch look 3D.           To know how famous artists, eg. Vincent Van Gogh, use these techniques in their work.</p>	
<b>DT</b>	<p><b>Construction</b>          To be aware of the use and functionality of a Roman shield.          To know and use the processes required to plan, make and evaluate a product fit for purpose.          To understand how materials can be used to create structures which are strong and sturdy. Use the shields in a mock battle.</p>		<p><b>Textiles</b>          To know and use the processes required to plan, make and evaluate a product fit for purpose.          To explore and investigate textiles for appearance and functionality          To understand that simple fabrics can be used to create 3D objects e.g an insect</p>		<p><b>Food</b>          Understand the basic principles of a healthy and varied diet when preparing food from around the world.</p>	
<b>Music</b>	<p><b>Unit:</b> Three Little Birds  <b>Style:</b> Reggae</p> <p>This unit presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.</p>	<p><b>Unit:</b> Glockenspiel Stage 1  <b>Style:</b> Learning basic instrumental skills by playing tunes in varying styles introduces the children to learning about the language of music through playing the glockenspiel.           The learning is focused around exploring and developing playing skills through the glockenspiel. Simple scores will be used in this unit as having an understanding of the</p>	<p><b>Unit:</b> Mamma Mia  <b>Style: Pop (ABBA)</b></p> <p>As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.</p>	<p><b>Unit:</b> The Dragon Song  <b>Style:</b> A little bit funky and music from around the world.</p> <p>This is a song about kindness, respect, friendship, acceptance and happiness.</p> <p>Listen &amp; Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a compose tool will be used to structure the unit.</p>	<p><b>Unit:</b> Bringing Us Together  <b>Style:</b> Disco</p> <p>This is a Disco song about friendship, peace, hope and unity.</p> <p>Listen &amp; Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a compose tool will</p>	<p><b>Unit:</b> Reflect, Rewind and Replay  <b>Style:</b> Western Classical Music</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the</p>

		language of music is important.			be used to structure the unit.	beginnings of the Language of Music.
<b>PSHE</b>	<p><b>World of work</b> Identify my strengths and goals which might lead to different career paths by becoming familiar with factors that influence job decisions. Be able to explain key skills that will help me get a job</p> <p><b>Spending and saving money</b> Identify different types of money and know where it comes from. Identify different ways that people choose to use their money and identify the difference between needing and wanting to spend money.</p> <p><b>Road safety</b> Identify and model the 'Stop, Look, Listen, Think' sequence whilst recognising safe places to cross the road. Understand their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport. To be able to understand risk and the effect of risky behaviour</p> <p><b>Individual and collective strengths</b> Identify what skills are needed to work with others in a team and how everyone brings different strengths to working in a team</p>	<p><b>Physical activity</b> Explain the benefits of physical activity on our body and mind and how physical activity makes our bodies feel Understand why exercise makes us feel good</p> <p><b>Everyday drugs</b> Identify that some drugs are legal, and some are illegal and their associated dangers and health risks Be aware that they can always ask for help and who to ask for support</p> <p><b>Turn off, let's play</b> Describe how someone might feel if people are always on their devices and evaluate how much time can be spent on them. Identify the benefits of taking time to disconnect from digital devices</p> <p><b>Everyday feelings</b> Identify that feelings and emotions are part of a person's health and wellbeing and that they can change throughout the day Identify examples of everyday things that can affect feelings and describe what can help people to feel good/better.</p>	<p><b>Expressing feelings</b> Name a wide range of feelings and emotions and identify how some of those maybe intense and strong. Describe different feelings and how they are experienced whilst recognising it is important for people to express their feelings.</p> <p><b>Wellbeing</b> Recognise that mental health is as important as physical health and understand that everyone experiences ups and downs in their mental health. Know where to go for help if they or a friend is feeling unhappy.</p> <p><b>Sun safety</b> Explain what ultraviolet or UV light is And how our skin can be damaged. Explain how we can keep skin safe and healthy with some simple measures including sunblock.</p>			
<b>Computing</b>	<p><b>Unit 1 - Word Processing</b> <b>All about me – combining text and images</b> <i>Communicating safely on the internet</i> Understand computer networks and how they can provide multiple services such as the WWW and the opportunities they offer for communication and collaboration. Be able to select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. Use technology safely and responsibly and recognise acceptable/unacceptable behaviour.</p>	<p><b>Unit 3 - Data Collection and Analysis</b> <b>Branching databases</b> <i>Collecting and analysing data</i> Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Understand computer networks, including the internet, and the opportunities they offer for communication and collaboration</p>	<p><b>Unit 5 – Digital Art</b> <b>Take photos and edit</b> <i>Videoing performance</i> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use sequence, selection, and repetition in</p>			

	<p><b>Unit 2 - Research and Publishing</b>  <i>Publish a project and leave comments - making and sharing a short screencast presentation</i>  Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content  Select, use and combine a variety of software on a range of digital devices to design and create a range of content and accomplish given goals including collecting, analysing, evaluating and presenting information</p>	<p>Work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><b>Unit 4 - Programmable Robots</b>  <b>Espresso coding – inputs and sequencing</b>  <i>Programming an animation</i>  Design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts. Use sequence in programs, work with variables and various forms of input and output. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Select, use and combine a variety of software to design and create content that accomplishes given goals including presenting information</p>	<p>programs; work with variables and various forms of input and output  Use technology safely and responsibly recognise acceptable/unacceptable behaviour  Understand computer networks including the internet and the opportunities they offer for communication and collaboration  Be discerning in evaluating digital content</p> <p><b>Unit 6 – Code programming and debugging</b>  <b>Pacman/How to catch a spider – Block coding and adding conditions</b>  <i>Finding and correcting bugs in programs</i>  Debug programs that accomplish specific goals and use sequence, selection, and repetition in programs. To be able to work with variables and various forms of input and output  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
RE	<p><b>L2.1 What do Christians learn from the creation story?</b>  To place the concepts of God and the Creation on a timeline. Recognise the impact on Christian people from the story of Adam and Eve. To ask questions about why it is important for Christian and non-Christian people.  <b>L2.2 What is it like for someone to follow God?</b>  To make clear links between the story of Noah and the idea of a covenant. Link covenants with</p>	<p><b>L2.9 How do festivals and worship show what matters to Muslims?</b>  Identify some beliefs about God in Islam, expressed in Surah 1 and make clear links between beliefs about God and ibadah (e.g., how God is worth worshiping; how Muslims submit to God). Give examples of ibadah (worship) in Islam and describe what they involve.  <b>L2.10 How do festivals and family life show what matters to Jewish people.</b></p>	<p><b>Unit L2.4</b>  <b>What kind of world did Jesus want?</b>  Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus and give examples of how Christians try to show love for all.  <b>Unit L2.12</b></p>

	<p>promises made by Christian people e.g. at a wedding and how these impact on the wider world.</p>	<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Offer informed suggestions about the meaning of the Exodus story for Jews today and describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p>	<p><b>How and why do people make the world a better place?</b> Identify some beliefs about why the world is not always a good place and describe some examples of how people try to live. Identify some differences in how people put their beliefs into action</p>
<p><b>PE</b></p>	<p><b>Tag Rugby</b> To be able to run with the ball at speed, dodging tackles and passing with accuracy.</p> <p><b>Football</b> I can make good decisions of when to attack and defend. I can pass and receive the ball with control to keep possession, dribble the ball at speed and be aware of space to support teammates.</p>	<p><b>Swimming</b> To be able to swim 1 width on the front with a float with both arms outstretched in front, swim 1 width on the back with a float, using a straight leg action kick and swim 1 width on the front with a float, using a breaststroke style leg action.</p> <p><b>Gymnastics</b> To be able create a sequence of 6 - 8 elements using the floor and apparatus? To include both symmetrical and asymmetrical elements and a start and finish position.</p> <p><b>Dance</b> To be able to perform a dance which has 3 sections within it, include an action - reaction element to my dance and include unison and canon.</p>	<p><b>Striking and fielding</b> To develop appropriate skills to play a striking and fielding game. To be able to throw a ball overhand and stop a ball passing when fielding and hit a ball at different distances.</p> <p><b>Athletics 3/4</b> To be able to sprint using an effective arm action. In a relay be able to pass and receive a baton successfully. Select a jump for distance, driving arms and legs to gain height. To throw balls in a variety of ways with increasing accuracy. Through sports day, participate in an athletics competition to demonstrate the skills learned to improve sprinting, jumping and throwing.</p>
<p><b>MFL</b></p>	<p><b>Birthday and Celebrations</b> <b>Christmas</b> To know numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. To use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations.</p>	<p><b>Shape and prepositions</b> <b>Focus on the work of Miro.</b> To develop the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. To use familiar verb forms in this new context to describe pictures they create. To learn the parts of the body and face and use this language to describe the</p>	<p><b>Family members</b> <b>The story of the Giant Turnip</b> To learn the language for family members. To re-tell the story 'The giant turnip'. They learn how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this also in the context of pets. To learn adjectives for describing personality and physical description (hair and</p>

		work of other famous Spanish artists (e.g. Picasso).	eyes). To use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are).
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<b>Term/Concept</b>	<b>Autumn B - Home</b>	<b>Spring B - Moving</b>	<b>Time B - Life</b>
<b>History</b>	<b>Significance</b> A local history study -looking at historical events over time, explaining how some things have changed and some stayed the same.	<b>Cause and Consequence</b> Revisiting Ancient Civilisations eg Pompeii	<b>Significance</b> Changes in Britain from the Stone age to Iron age
<b>Geography</b>	<b>UK place knowledge</b> <b>Human and Physical Geography:</b> including climate, zones, biomes, rivers, volcanoes, earthquakes and the water system <b>Fieldwork:</b> the study of the local area, to include observation, measurement and recording of human and physical features	<b>Physical Geography:</b> To be able to describe and understand key aspects of earthquakes and rivers. <b>Locational knowledge:</b> To identify the position and significance of latitude and longitude	<b>Human Geography</b> To describe and understand key aspects of physical geography such as rainforests and the water cycle. <b>Locational Knowledge</b> To locate the world's countries on a world map and globe. Name and locate counties and cities of the UK
<b>Science</b>	<b>Animals including humans</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement  Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey	<b>Forces including magnets</b> Compare how things move on different surfaces and notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing	<b>Living things and their habitats</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

				<p>Recognise that living things can be grouped in a variety of ways          explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment          recognise that environments can change and that this can sometimes pose dangers to living things</p>		
<b>Art</b>	<p><b>Drawing – still life</b>          To know how pencils are classified – hard (H) soft-blackness (B); also significance of number.          To know that mark making can add texture to sketches and paintings.          To know that shading can make a 2D sketch look 3D.</p> <p><b>Textiles</b>          To be aware of a range of materials and be able to select ones appropriate to the task          Understand and use a variety of techniques e.g. printing, dyeing and stitching to create different textural effects          Know and use key vocabulary when talking about their work</p>	<p><b>Drawing – Famous, notable artist</b>          Use inspiration from famous artists to replicate a piece of their work          Reflect upon their work inspired by famous artist and the development of their art skills          Express an opinion on the work of famous artist</p> <p><b>Sculpture</b>          To become proficient in sculpting techniques and improve their mastery of art and design techniques:          Cut, make and combine shapes to create recognisable forms          Use clay and other malleable materials and practice joining</p>		<p><b>Painting</b>          To be aware of cave art and its significant meaning.          To understand the term parietal.          To know what a limited palette is and be able to work within its restrictions.          To understand how a range of tones can be made by adding increasing amounts of dark colour to a light colour.</p> <p><b>Drawing</b>          Understand the different grades of pencil and other implements.          Understand the aspects such as line, tone and shape and how they can be used to represent things seen, imagined or remembered.</p>		
<b>DT</b>	<p><b>Food</b>          Understanding seasonality, know where and how a variety of ingredients are grown, reared caught and processed within the local area.          To know how to read a recipe, weigh ingredients and prepare food in a safe and hygienic way          To understand how the ingredients used combine and react to make a loaf of bread</p>	<p><b>Construction</b>          Design and make a volcano eruption using a wide variety of materials to ensure it is strong and stable.</p>		<p><b>Textiles</b>          To design, plan and make a tabard-style Stone Age tunic for a teddy. They will evaluate their final product against their plan and look at textile artists in the UK.</p>		
<b>Music</b>	<p><b>Unit:</b> Let Your Spirit Fly</p>	<p><b>Unit:</b> Glockenspiel Stage 2</p> <p><b>Style:</b> Learning basic instrumental skills by</p>	<p><b>Unit:</b> Stop!</p>	<p><b>Unit:</b> Lean On Me</p> <p><b>Style:</b> Gospel</p>	<p><b>Unit:</b> Blackbird</p> <p><b>Style:</b> Rock (Beatles)</p>	<p><b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical Music</p>



	<p><b>Style:</b> R&amp;B, Western Classical, Musicals, Motown, Soul</p> <p>All the learning is focused around one song: Let Your Spirit Fly. The games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>playing tunes in varying styles</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel.</p>	<p><b>Style:</b> Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>All the learning is focused around one song: Stop! - a rap/song about bullying. Pupils will learn about the interrelated dimensions of music through games, singing and composing.</p>	<p>Pupils will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key.</p>	<p>All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.</p>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<b>PSHE</b>	<p><b>What makes a good friend?</b> Identify the qualities of a good friend (on/ offline) Understand that friendships change across our lifetime Identify how to manage conflict in friendships positively</p> <p><b>Respecting others</b> Explain what respect means and how to show respect in a debate. Understand that there are limits to having freedom of opinion and speech and that we can disagree with an opinion but still respect someone</p> <p><b>Resolving conflict and managing pressure</b> Identify how friendships supports our wellbeing Identify some tools to build good friendships Identify what peer pressure is and explain when and how to get support</p> <p><b>Everyday safety and basic first aid</b> Learn and practise how to keep yourself and others safe Learn how to safely get help in an emergency, including calling 999</p>	<p><b>Money choices</b> Explain how people pay for things and why people spend or save Identify why something might be “good value” Identify different priorities that effect our spending decisions</p> <p><b>Volunteering and citizenship</b> Describe what a good citizen is and understand how they can be a good citizen Explain what volunteering means and how they can volunteer in the community Identify how they can make a difference to the planet based on their actions</p> <p><b>Play, like, share, (1. Alfie)</b> Recognise when something encountered online ‘doesn’t feel right’ Identify and resist pressurising and manipulative behaviour and how this can impact. Identify some risks of sharing photos, videos and comments publicly</p> <p><b>Play, like, share,</b></p>	<p><b>Play, like, share (3.Fans)</b> Identify different tactics someone might use to manipulate another person online Explain what to do if someone tries to pressure or manipulate them</p> <p><b>Managing feelings</b> Explain how feelings and emotions can influence actions and behaviour and identify ways of coping with feelings in different situations Explain why it is important to talk about feelings and describe how this can feel</p> <p><b>The environment</b> Explain what climate change is and identify different ways we can protect the environment. Explain what changes we can make at home and at school to protect the environment</p>			

		<p><b>(2. Magnus)</b>  Give examples of content which may be appropriate or inappropriate to share online  Explain the possible consequences of sharing without consent  Identify appropriate people to turn to for help</p>	
<b>Computing</b>	<p><b>Unit 1 - Word Processing</b>  Information Text  <i>Producing a wiki</i>  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  Solve problems by decomposing them into smaller parts</p> <p><b>Unit 2 - Research and Publishing</b>  Use search engines to research a project and publish  <i>Editing and writing HTML</i>  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content and accomplish given goals including collecting, analysing, evaluating and presenting information  Use technology safely and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>Unit 3 - Data Collection and Analysis</b>  Branching databases and creating databases  <i>Presenting the Weather</i>  Understand computer networks including the internet and the opportunities they offer for communication and collaboration. Work with variables and various forms of input and output  Use logical reasoning to explain how some simple algorithms work</p> <p><b>Unit 4 - Programmable Robots</b>  Espresso coding  <i>Developing a simple educational game</i>  Use sequence in programs, work with variables and various forms of input and output  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software to design and create content that accomplishes given goals including presenting information</p>	<p><b>Unit 5 – Digital Art/Media</b>  Making music on Garageband  <i>Producing digital music</i>  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  Understand computer networks including the internet and the opportunities they offer for communication and collaboration</p> <p><b>Unit 6 – Code programming and debugging</b>  Outer Space – using coordinates in coding  <i>Proto-typing an interactive toy</i>  Debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
<b>RE</b>	<p><b>Unit L2.3</b>  <b>What is the Trinity and why is it important for Christians?</b>  Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. Describe how Christians show their beliefs about God the Trinity</p>	<p><b>Unit L2.8</b>  <b>What does it mean to be a Hindu in Britain today?</b>  Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.</p>	<p><b>Unit L2.6</b>  <b>For Christians, when Jesus left, what was the impact of Pentecost?</b>  Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth and give</p>

	<p>in worship in different ways (in baptism and prayer, for example) and in the way they live</p> <p><b>Unit L2.7</b>  <b>What do Hindus believe God is like?</b>  Identify some Hindu deities and say how they help Hindus describe God. Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. Offer informed suggestions about what Hindu murtis express about God and identify some different ways in which Hindu's worship.</p>	<p>Describe how Hindus show their faith within their families in Britain today, at home and within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</p> <p><b>Unit L2.5</b>  <b>Why do Christians call the day Jesus died Good Friday?</b>  Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people. Give examples of what Christians say about the importance of the events of Holy Week and describe how Christians show their beliefs about Jesus in worship in different ways.</p>	<p>examples of what Pentecost means to some Christians now. Describe how Christians show their beliefs about the Holy Spirit in worship.</p> <p><b>Unit L2.11</b>  <b>(Curriculum Kernrwek CK4RE)</b>  <b>How and why do Cornish people mark the significant events of their life?</b>  Identify annual festivals that are unique to Cornwall and explain how they started Identify some differences in how people celebrate community life e.g. different practices in local festivals and traditions</p>
<b>PE</b>	<p><b>Hockey</b>  To control the ball whilst moving and pass and receive it in a game situation.</p> <p><b>Basketball</b>  To move into space whilst dribbling a basketball and pass and receive a ball from a partner with accuracy in game 5v5 game of basketball</p>	<p><b>Swimming 2</b>  To swim 10m on the front and back using a reasonable technique and a recognised arm recovery.  To swim at least 10m using 3 changes of direction without touching the side or pool bottom.</p> <p><b>Gymnastics</b>  To create a sequence of 6 - 8 elements using the floor and apparatus which includes both symmetrical and asymmetrical elements and a start and finish position.</p> <p><b>Dance</b>  To create and perform a dance individually, as a pair or as part of a small group which has 3 sections within it. To perform movements to start and finish at the same time as my friends. To include unison and canon within dance.</p>	<p><b>Tennis</b>  To play a competitive tennis game using the following skills: to control a tennis ball with a tennis racket, to play a forehand and backhand tennis shot, be able to serve consistently into an area and use some tactics in gameplay</p> <p><b>OAA</b>  To complete the course using a map to find the controls. To work cooperatively with my partner / group to complete the challenges.</p>
<b>MFL</b>	<p><b>Revisit simple vocabulary</b>  Pupils are introduced to useful vocabulary of the days of the week, months of the year and numbers.</p>	<p><b>From Head to Toe - Eric Carle</b>  An introduction to useful vocabulary from the story 'from Head to toe – body parts and actions – and then introduce to the story in video format.</p>	<p><b>Instruments in music used within Spanish music.</b>  Become familiar with different instruments and traditional Spanish music. To give</p>

	<p><b>Christmas</b> To revisit Christmas vocabulary from previous years learning. Learning a Christmas song in Spanish</p>	<p>Developing memory and practising pronunciation, to feel confident to retell the story in one of a variety of verbal ways.</p> <p><b>Old Macdonald</b> To write one or two new verses based on animals they have encountered in the book from head to toe.</p>	<p>reasons why, using 'porque' (because). To be confident in using verbs of opinion 'gustar' (to like) &amp; 'encantar' (to love). Understand the adjectives used to describe things must match the number &amp; gender of the thing they describe.</p>
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