

| | | |
|--|--|--|
| <p>English Setting description Letter Recount Non Chronological report Narrative Wanted poster Newspaper</p> | <p>Science – Evolution and Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions year ago.</p> <p>Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Working scientifically Measure precisely in standard units. Make predictions based on scientific facts and ideas. Explain observation/results using cause and effect. Observe and describe in careful detail. Set up and carry out fair tests. Collect evidence/information/data to test out an idea/prediction or answer a question from a wide range of sources Choose the most appropriate way to record and present results Interpret and predict from bar charts and line graphs</p> | <p>PSHE – Jigsaw – Dreams and Goals Know about a range of jobs that are carried out by people I know Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that they will need money to help them to achieve some of their dreams Know that different jobs pay more money than others Know that communicating with someone from a different culture means that they can learn from them and vice versa Know ways that they can support young people in their own culture and abroad Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others Appreciate the opportunities learning and education can give them</p> <p>Healthy Me Know basic emergency procedures, including the recovery position Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure</p> |
|--|--|--|

| | | |
|--|--|--|
| | | <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p> <p>Know what makes a healthy lifestyle</p> <p>Respect and value their own bodies</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Accept and respect themselves for who they are</p> <p>Be motivated to keep themselves healthy and happy</p> |
| <p>Geography</p> <p>Locate key features of North America using maps – concentrating on countries, cities and human and physical characteristics.</p> <p>Locate key features of North America using maps – identify the position and significance of: the equator, the tropics, the northern/southern hemisphere</p> <p>To know and understand the biomes and climate zones of North America and how they impact on the people living there.</p> <p>Compare and contrast four regions of North America: Death Valley, Arctic Circle, Wetlands and The Caribbean.</p> <p>To locate and trace the course of the Missouri river from its source using a map.</p> <p>Identify significant geographical landmarks in North America</p> <p>To explore the urbanization of New York.</p> <p>Map Bias - Explain how types of maps give different perspectives / show prejudice (e.g. the Peter's Projection)</p> <p>Geography – Use six-figure grid references to locate places in the wider world on an ordnance survey map</p> | | <p>RE – Justice and Freedom</p> <p>Explain what freedom means to people of faith</p> <p>Show understanding of the beliefs and feelings of faith members who have experienced injustice</p> <p>Explain their hopes and dreams for a just world</p> <p>Identify the responses of different religions to ethical questions</p> <p>Identify the impact of a religious teaching such as forgiveness on a believer's actions</p> <p>Describe the ways in which people of faith have demonstrated forgiveness and reconciliation</p> <p>Identify the impact that reconciliation has on community harmony</p> <p>RE – Easter</p> <p>Identify key events in the lives of faith founders and their impact on those around them</p> <p>Explain the relevance of different faith founders for their followers today</p> <p>Compare the experience of participating in a religious festival or celebration around the world</p> |

| | | |
|--|---|--|
| <p>Geography – to use digital maps at different scales to illustrate a point.</p> | | <p>Reflect and share how religious celebrations and rituals have an impact on the community</p> |
| <p>Computing</p> <p>I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I understand my responsibilities for the well being of others in my online social group and can demonstrate how I would support others.</p> <p>I can identify a range of ways to report concerns both in school and at home.</p> <p>I can describe how to capture bullying content as evidence (screen grab, URL, record).</p> <p>I can describe ways that information about people online can be used by others to make judgements about an individual.</p> <p>I can demonstrate responsible choices about my online identity.</p> <p>Computing - Animation</p> <p>I can record animations of different characters and edit them together to create an interview</p> <p>I can add green screen effects to a stop motion animation</p> <p>I can create flip book animation using digital drawings and export as a video</p> <p>Computing – Video</p> <p>I can use cutaway and split screen tools in iMovie.</p> <p>I can evaluate and improve the best video tools to best explain my understanding</p> | <p>Art and Design</p> <p>Combine the use of different techniques to achieve a particular effect e.g. Weaving, embroidery, trappings, tearing, layering and appliqué</p> <p>Use collage as a means of collecting ideas and information, comparing mediums and evaluating their effectiveness e.g. mood boards, artist research etc</p> <p>Be creative in different equipment/ objects that may create a desired texture/ effect</p> <p>To identify the progress made through the art journey, identifying where advice has been acted upon.</p> <p>Drawing on prior learning experiences, children select, trial and evaluate a range of media to inform appropriate choices given the context.</p> | <p>PE – Athletics</p> <p>Demonstrate sprinting with good technique. Run for increased periods of time (4 minutes).</p> <p>Demonstrate an effective push off from the ready position.</p> <p>Pass a baton to a partner inside a marked area.</p> <p>Demonstrate accuracy and distance in a push throw (chest push).</p> <p>Demonstrate accuracy and distance in pull throw (javelin).</p> <p>PE – OAA</p> <p>Communicate effectively as a team to complete team building challenges (the bench challenge, blindfold challenge).</p> <p>Devise the quickest way of crossing a space with a team 5, using 3 floor markers as stepping stones.</p> <p>In teams, complete the drainpipe challenge and modify the rules to increase the difficulty.</p> <p>Complete an orienteering course using a map to find control points and suggest ways to improve efficiency.</p> <p>Using an ariel map, create your own challenging orienteering course for others to complete.</p> |

| | | |
|--|---|--|
| | | <p>Create their own hoop memory game that offers challenge for other groups to complete.</p> |
| <p>Music – Adele – Make you feel my love</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> | <p>French – ilanguages</p> <p><i>Understand more complex sentences and phrases</i></p> <p><i>Write sentences on a range of topics</i></p> <p><i>Recognise and understand the differences between people</i></p> <p><i>Present information about an aspect of culture</i></p> <p><i>Practise new language with a friend</i></p> <p><i>Understand longer and more complex phrases and sentences; understand and express reasons</i></p> <p><i>Recognise patterns in a foreign language</i></p> <p><i>Use a dictionary</i></p> <p><i>Understand the main points and simple opinions in a spoken story</i></p> <p><i>Read and respond to a story</i></p> <p><i>Perform a story</i></p> <p><i>Plan and prepare to carry out a task</i></p> <p><i>Compare attitudes towards aspects of everyday life</i></p> <p><i>Use context and previous knowledge to help understanding and reading skills</i></p> | |