

<b>Art Skills</b>	<b>Building on prior learning, children will:</b>
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> <li>To create drawings in 1pt and 2pt perspective.</li> <li>To understand the concept of perspective.</li> <li>To interpret and create the texture of a surface.</li> </ul>
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> <li>Hue, tint, tone, shades and mood</li> <li>Explore the use of texture in colour</li> <li>colour for purposes</li> </ul>
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> <li>Use stories, music, poems as stimuli</li> <li>Select and use materials fabric making Ar</li> <li>Tists using textiles</li> </ul>
Form (3D work, clay, dough, boxes, wire, paper sculpture)	<ul style="list-style-type: none"> <li>Plan and develop ideas</li> <li>Shape, form, model and join</li> <li>Observation or imagination</li> <li>Properties of media</li> <li>Discuss and evaluate own work and that of other sculptors</li> </ul>
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> <li>Combining prints</li> <li>Design prints</li> <li>Make connection</li> <li>Discuss and evaluate own work and that of others</li> </ul>
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> <li>Create own abstract pattern to reflect personal experiences and expression</li> <li>Create pattern for purposes</li> </ul>

<b>Computing Skills</b>	<b>Building on prior learning, children will:</b>
Computer Science	<ul style="list-style-type: none"> <li>Plan efficient solutions to problems that include controlling or simulating physical systems, using decomposition to solve the problem</li> <li>Make programs using more complex algorithms, selecting when to use sequences, selection, (if, then), repetition and a range of inputs and outputs</li> <li>Investigate how algorithms work on different platforms, by comparing one block-based code language to another (e.g. Scratch with 2Code)</li> <li>Improve code by systematically testing and debugging it, with an understanding of logic and syntax bugs</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>Understand the difference between cloud based saving and other programs, which need to be manually saved.</li> <li>Use input devices fluently, such as keyboards, mice and/or touchscreens to navigate a system, using shortcuts on a keyboard (Ctrl + B, U, I, S, P)</li> <li>Create, modify and present work with a combination of software to achieve a specific goal, using built in functions that help the user such as spellchecker, dictate, immersive reader</li> <li>Evaluate their work and improve it, understanding how various forms of media e.g. photos, video and sound, can aid this.</li> <li>Use a range of tools within computer-based software to evaluate and analyse data i.e. sort, order and group in a database</li> </ul>

Digital Literacy	<p>In addition to our Online Safety curriculum (Education for a Connected World) and objectives taught in the previous year, pupils...</p> <ul style="list-style-type: none"> <li>• Recognise different parts of a school or office network e.g. server, switch, router, client, Wi-Fi point, and explain the purpose of each.</li> <li>• Use online communication and collaboration tools for different purposes</li> <li>• Use a search engine efficiently by filtering and begin to understand how results are selected and ranked</li> </ul>
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Design Technology	Building on prior learning, children will:
Design	<p><u>Mechanisms (Pop Up Books)</u></p> <ul style="list-style-type: none"> <li>• Designing a popup book which uses a mixture of structures and mechanisms</li> <li>• Naming each mechanism, input and output accurately</li> <li>• Storyboarding ideas for a book</li> </ul> <p><u>Structures (Bridges)</u></p> <ul style="list-style-type: none"> <li>• Designing a stable structure that is able to support weight</li> <li>• Creating frame structure with focus on triangulation</li> </ul>
Make	<p><u>Mechanisms (Pop Up Books)</u></p> <ul style="list-style-type: none"> <li>• Following a design brief to make a pop up book, neatly and with focus on accuracy</li> <li>• Making mechanisms and/ or structures using sliders, pivots and folds to produce movement</li> <li>• Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result</li> </ul> <p><u>Structures (Bridges)</u></p> <ul style="list-style-type: none"> <li>• Making a range of different shaped beam bridges</li> <li>• Using triangles to create truss bridges that span a given distance and supports a load</li> <li>• Building a wooden bridge structure • Independently measuring and marking wood accurately</li> <li>• Selecting appropriate tools and equipment for particular tasks</li> <li>• Using the correct techniques to saws safely</li> <li>• Identifying where a structure needs reinforcement and using card corners for support</li> </ul>
Evaluate	<p><u>Mechanisms (Pop Up Books)</u></p> <ul style="list-style-type: none"> <li>• Evaluating the work of others and receiving feedback on own work</li> <li>• Suggesting points for improvement</li> </ul> <p><u>Structures (Bridges)</u></p> <ul style="list-style-type: none"> <li>• Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary</li> <li>• Suggesting points for improvements for own bridges and those designed by others</li> </ul>
Technical Knowledge	<u>Mechanisms (Pop Up Books)</u>

	<ul style="list-style-type: none"> <li>• Knowing that an input is the motion used to start a mechanism</li> <li>• Knowing that output is the motion that happens as a result of starting the input</li> <li>• Knowing that mechanisms control movement</li> <li>• Describing mechanisms that can be used to change one kind of motion into another</li> </ul> <p><u>Structures (Bridges)</u></p> <ul style="list-style-type: none"> <li>• Exploring how to create a strong beam</li> <li>• Identifying arch and beam bridges and understanding the terms: compression and tension</li> <li>• Identifying stronger and weaker structures</li> <li>• Finding different ways to reinforce structures</li> <li>• Understanding how triangles can be used to reinforce bridges</li> <li>• Articulating the difference between beam, arch, truss and suspension bridges</li> </ul>
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<b>Geography Skills</b>	<b>Building on prior learning, children will:</b>
Location Knowledge	<ul style="list-style-type: none"> <li>• Locate the main countries in Europe and North or South America. Locate and name principal cities.</li> <li>• Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England.</li> <li>• Linking with History, compare land use maps of UK from past with the present, focussing on land use.</li> <li>• Identify the position and significance of latitude/longitude and the Greenwich Meridian.</li> <li>• Linking with science, time zones, night and day</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>• Compare a region in UK with a region in N. or S. America with significant differences and similarities.</li> </ul>
Human and Physical Geography	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</li> <li>• Human geography including trade between UK and Europe and ROW</li> <li>• Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&amp;T)</li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>

<b>History Skills</b>	<b>Building on prior learning, children will:</b>
Chronology	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and periods labels</li> <li>Relate current studies to previous studies</li> <li>Make comparisons between different times in history</li> </ul>
Range and depth of historical knowledge	<ul style="list-style-type: none"> <li>Study different aspects of life of different people – differences between men and women</li> <li>Examine causes and results of great events and the impact on people</li> <li>Compare life in early and late times studied</li> <li>Compare an aspect of life with the same aspect in another period</li> <li>Study an ancient civilization in detail (eg Benin, Shang Dynasty, Egypt)</li> </ul>
Interpretations of History	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources Fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul>
Historical Enquiry	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of life in time studied Select relevant sections of information</li> <li>Confident use of the library and internet for research to ask and answer questions</li> </ul>
Organisation and Communication	<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding</li> </ul>
<b>MFL (French)</b>	
Listening	<ul style="list-style-type: none"> <li>Gain an overall understanding of an extended spoken text which includes some familiar language</li> <li>identify different ways to spell key sounds, and select the correct spelling of a familiar word</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>Take part in conversations and express simple opinions</li> <li>Adapt known complex sentences to reflect a variation in meaning</li> <li>Begin to use intonation to differentiate between sentence types</li> </ul>
Reading	<ul style="list-style-type: none"> <li>Read aloud and understand a short text containing mostly familiar language, using confident pronunciation</li> <li>Learn a song or poem using the written text for support</li> <li>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Write phrases and some simple sentences from memory and write a short text with support from a word/phrase bank</li> <li>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>Begin to conjugate some high frequency verbs</li> <li>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</li> <li>Adapt sentences to form negative sentences and begin to form questions</li> </ul>

<b>Music Skills</b>	<b>Building on prior learning, children will:</b>
Listening	<ul style="list-style-type: none"> <li>• Listen to the effect of different tempos in creating a character in music.</li> <li>• Explore changing tempo to reflect actions.</li> <li>• Identify musical clichés for different emotions.</li> </ul>
Composing	<ul style="list-style-type: none"> <li>• Create a short composition.</li> <li>• Arrange a complete performance.</li> <li>• Understand that scoring is about choosing and arranging sounds.</li> </ul>
Performing	<ul style="list-style-type: none"> <li>• Sing a song in two parts.</li> <li>• Play a baseline on tuned instruments.</li> <li>• Perform an arrangement.</li> </ul>

<b>PSHE Skills</b>	<b>Building on prior learning, children will:</b>
Being Me in My World	<ul style="list-style-type: none"> <li>• Face new challenges positively and know how to set personal goals.</li> <li>• I understand my rights and responsibilities as a British citizen and a member of my school.</li> <li>• I understand that my actions affect me and others.</li> </ul>
Celebrating Difference	<ul style="list-style-type: none"> <li>• Explain the differences between direct and indirect types of bullying.</li> <li>• I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</li> </ul>
Dreams and Goals	<ul style="list-style-type: none"> <li>• Describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.</li> </ul>
Healthy Me	<ul style="list-style-type: none"> <li>• Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</li> <li>• I respect and value my body.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Explain how to stay safe when using technology to communicate with my friends.</li> <li>• Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</li> </ul>
Changing Me	<ul style="list-style-type: none"> <li>• Describe how boys' and girls' bodies change during puberty.</li> <li>• Express how I feel about the changes that will happen to me during puberty.</li> </ul>

<b>RE</b>	<b>Building on prior learning, children will:</b>
Believing: Religious beliefs, teachings, sources, questions about meaning, purpose and truth.	<ul style="list-style-type: none"> <li>• Begin discussing why people follow certain books within their religion.</li> <li>• Share and discuss inspiring people within different religions.</li> <li>• Discuss whether they believe in a religion.</li> </ul>
Expressing: Religious and spiritual forms of expressing; questions and identity and diversity.	<ul style="list-style-type: none"> <li>• Discuss the purpose of these sacred places within the wider community.</li> <li>• Discuss the different religious aspects of festivals.</li> <li>• Discuss the importance of symbols and art within different places of worship.</li> </ul>
Living: Religious practices and ways of living; questions about values and commitments.	<ul style="list-style-type: none"> <li>• Discuss whether religion helps people make good choices?</li> <li>• Present ideas on how we can make our community a better place.</li> </ul>

<b>Science Skills</b>	<b>Building on prior learning, children will:</b>
Planning and Communication and Sources	<ul style="list-style-type: none"> <li>• Record observations systematically</li> <li>• Use appropriate scientific language and conventions to communicate quantitative and qualitative data</li> <li>• Select a range of appropriate sources of information including books, internet and cd rom</li> </ul>
Enquiring and Testing and Obtaining and Presenting Evidence	<ul style="list-style-type: none"> <li>• Use previous knowledge and experience combined with experimental evidence to provide scientific explanations</li> <li>• Recognise the key factors to be considered in carrying out a fair test</li> </ul>
Observing and Recording	<ul style="list-style-type: none"> <li>• Make a series of observations, comparisons and measurements with increasing precision</li> <li>• Select apparatus for a range of tasks</li> <li>• Plan to use apparatus effectively</li> <li>• Begin to make repeat observations and measurements systematically</li> </ul>
Considering Evidence and Evaluating	<ul style="list-style-type: none"> <li>• Make predictions based on their scientific knowledge and understanding</li> <li>• Draw conclusions that are consistent with the evidence</li> <li>• Relate evidence to scientific knowledge and understanding</li> <li>• Offer simple explanations for any differences in their results</li> <li>• Make practical suggestions about how their working methods could be improved</li> </ul>