



Subject	Learning
History	Taught Autumn 2.
Geography	<p>To recognise the different shapes of continents· (re-visit from yr2)</p> <p>Map work skills:</p> <ul style="list-style-type: none"> ● Use the eight points of a compass to navigate around a map ● Follow a route on a large-scale map ● Measure straight line distances using the appropriate scale (see maths link) <p>Key vocabulary Compass points: NW NE SE SW, ordnance survey map, scale, 4 figure grid reference, contours symbols, continent, country, capital city</p>
MFL	<p>French</p> <p>Vegetables and Fruits</p> <ul style="list-style-type: none"> ● Working on improving memory skills ● Using images to help remember words ● Learning how to ask a question and answer it ● Remembering to look for cognates (words that are very similar in English) first e.g. carottes & tomatoes. ● Starting to understand better that nouns in French are either masculine and feminine. ● Starting to understand the plural in French.
Art	<p>Knowledge</p> <ul style="list-style-type: none"> ● To experiment with different styles which artists have used. ● To explain art from other periods of history. <p>Skills</p> <ul style="list-style-type: none"> ● To create all the colours they need. ● To successfully use shading to create mood and feeling. ● To create mood in their paintings <p>Key vocabulary Aborigines, cross hatching, dot painting, dreamtime, indigenous, regional, symbols.</p>
RE	<p>Judaism</p> <ul style="list-style-type: none"> ● What symbols and stories help Jewish people remember their covenant with God? <p>Key vocabulary Exodus, Passover, Sedar, Shavuot, Omer</p>
Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> ● 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>Key vocabulary vertebrates, invertebrates, environment, habitat, classification key</p>

<p>Working Scientifically</p>	<ul style="list-style-type: none"> ● Asking relevant questions and using different types of scientific enquiries to answer them. ● Setting up simple practical enquiries, comparative and fair tests. ● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. ● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. (TAPS 'Do' – Environmental Survey) ● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ● Identifying differences, similarities or changes related to simple scientific ideas and processes. ● Using straightforward scientific evidence to answer questions or to support their findings. <p>Key vocabulary gather, standard units, record, classify, present</p>
<p>PE</p>	<p>Tag rugby</p> <ul style="list-style-type: none"> ● Link dribbling the ball with other actions with increasing control. ● Use a variety of throwing techniques with increasing success in game situations. ● Catch a ball passed to them using one and two hands with increasing success. ● Change direction to lose an opponent with some success. ● Create and use space with some success in game situations. ● Use simple tactics to help their team score or gain possession. <p>Key vocabulary outwit, pivot, opposition, field, opponent, pitch, contact</p> <p>School games value: determination</p>
<p>PE with Total Sports</p>	<p>Hockey</p> <ul style="list-style-type: none"> ● Link dribbling the ball with other actions with increasing control. ● Strike a ball using varying techniques with increasing accuracy. ● Change direction to lose an opponent with some success. ● Create and use space with some success in game situations. ● Use simple tactics to help their team score or gain possession. <p>Key vocabulary outwit, pivot, opposition, field, opponent, pitch, contact</p> <p>School games value: determination</p>
<p>Computing</p>	<p>Discovery Coding Level 3 Unit 1 – 1 lesson complete to at least 'build' task. (Traffic lights – remembering and consolidating previous learning). Then Level 3 Unit 2 – 2 Lessons complete to at least 'build' task. (Space maze and Self-driving car)</p> <p>To learn code with 'if statements', which select different pieces of code to execute depending on what happens to other objects.</p> <p>Key Vocabulary selection, condition, if statements</p>

	<p>E-safety</p> <ul style="list-style-type: none"> ● Pixl lesson – sharing online <p>Consent, password</p>
Music	<p>Charanga unit: Glockenspiel Stage 2 Style of main song: Mixed styles Unit theme: Exploring and developing playing skills using the glockenspiels Performance focus: Play instruments (following given piece)</p> <p>Listening: Know the difference between pulse and rhythm. Learn to play and read: -more complex rhythm patterns -the notes C, D, E, F + G. -the tunes Mardi Gras Groovin', Two Way Radio, Flea Fly, Rigadoon, Mumma Mia. -Know the difference between pulse and rhythm and be about to keep an internal pulse. Revisit these tunes from Stage 1: Strictly D, Play Your Music, Drive, Portsmouth. Compose: Using the notes C, D, E, F. + G.</p> <p>Key Vocabulary pulse, rhythm patterns, pitch, compose, improvise, perform, audience, melody, dynamics, tempo, texture, structure.</p>
PSHE and RSE (highlighted objectives are statutory)	<p>Classroom rules</p> <p>Core Theme 1: Health & Wellbeing Mental Health</p> <ul style="list-style-type: none"> ● H17. to recognise that feelings can change over time and range in intensity <p>Ourselves, growing & changing</p> <ul style="list-style-type: none"> ● H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. <p>Core Theme 2: Relationships Respecting self and others</p> <ul style="list-style-type: none"> ● R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships <p>Friendships</p> <ul style="list-style-type: none"> ● R13. the importance of seeking support if feeling lonely or excluded <p>Core Theme 3: Living In The Wider World Economic wellbeing: Money</p> <ul style="list-style-type: none"> ● L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) ● L20. to recognise that people make spending decisions based on priorities, needs and wants.
DT	<p>Mouldable Materials</p> <ul style="list-style-type: none"> ● Consider the effect of plastic on the environment, look at a range of musical instruments and design their own junk instruments to use in a performance.

	<ul style="list-style-type: none"> • Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience • Create designs using exploded diagrams • Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.
British Values	<p>Rule of Law - Set school rules</p> <ul style="list-style-type: none"> • 4S lines (silent, straight, smart, smiling) • 4Bs (Be kind, Be respectful, Be responsible, Be Your Best) • We walk everywhere in school <ul style="list-style-type: none"> • Class Rules (individual to classrooms/pupils)
SMSC	<p>Spiritual development:</p> <ul style="list-style-type: none"> • beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings and values • willingness to reflect on their experiences. <p>Moral development:</p> <ul style="list-style-type: none"> • understanding of the consequences of their actions <p>Social development:</p> <p>interest in, and understanding of, the way communities and societies function at a variety of levels.</p>