



Subject	Learning
History	Not taught in this half-term.
Geography	<p>Map work skills</p> <ul style="list-style-type: none"> ● Begin to recognise basic symbols on an OS map ● Follow a route on a large-scale map <p>Fieldwork Skills</p> <ul style="list-style-type: none"> ● To suggest geographical questions before deciding on a whole-class enquiry, that they plan individually. ● Data is collected using a method chosen by the learner ● Formally present their findings with some consideration to what they would do differently next time <p>Key vocabulary: Observe, measure, record, environmental region, compass points: NW NE SE SW Ordnance Survey map, scale, 4 figure grid reference, contours, symbols.</p>
MFL	<p>French</p> <p>At the café:</p> <ul style="list-style-type: none"> ● Key vocabulary for food and drink items ● Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. ● Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.
Art	Taught in Summer 2
RE	<p>Christianity</p> <ul style="list-style-type: none"> ● Why do Christians believe they are people on a mission? ● <p>Key vocabulary Great Commission, Pentecost, Marks of Mission</p>
Science	<p>States of matter</p> <ul style="list-style-type: none"> ● 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. ● Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Key Vocabulary solid, liquid, gas, evaporation, condensation, particle, temperature, freezing, heating</p>
Working Scientifically	<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.

	<ul style="list-style-type: none"> ● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. (TAPS 'Do' - Measuring Temperatures) ● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. (TAPS 'Do' - Measuring Temperatures) ● 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><u>Key Vocabulary</u> Equipment, thermometer, data, gather, standard units, record, classify, present, drawings, labelled diagrams, keys, bar charts, tables</p>
PE	<p>Swimming</p> <p>The following statements are from the Star Swimming Award Scheme Level 3:</p> <ul style="list-style-type: none"> ● Answer 2 questions on pool safety ● Enter the pool correctly ● Swim 10 metres on their front ● Swim 5 metres on their back ● Float in 3 different positions for 3 seconds each ● Using a float, swim 10 metres alternating leg kick prone ● Using a float, swim 10 metres alternating leg kick supine ● Demonstrate front crawl arms and breathing ● Demonstrate breaststroke arms and breathing ● Demonstrate backstroke arms ● Perform a safe self-rescue <p>All of the children are swim tested at the beginning of the unit and may be assessed on other statements. The statements range from Level 1-5.</p> <p><u>Key vocabulary</u> Alternate, rotation, survival, buoyancy, sculling, submerge</p> <p>School games value: self-belief</p>
PE with Total Sports	<p>Cricket</p> <ul style="list-style-type: none"> ● 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. ● 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><u>Key vocabulary</u> Stance, retrieve, opposition, stumped, two-handed pickup, technique, short barrier</p> <p>School games value: self-belief</p>
Computing	Switched On Computing 3.5 – We are communicators

	<ul style="list-style-type: none"> ● develop a basic understanding of how email works gain skills in using email ● be aware of broader issues surrounding email, including ‘netiquette’ and e-safety ● work collaboratively with a remote partner, experiencing video conferencing. <p>Key vocabulary email, attachment, spam, virus</p> <p>E-Safety Pixl lesson 5 – looking after ourselves part 2</p>
Music	<p>Charanga unit: Blackbird Style of main song: The Beatles/Pop Unit theme: The Beatles, equality and civil rights Performance focus: Playing their own compositions on instruments.</p> <p>Listening: Discuss and recognise the structure of a song. Identify the instruments and voices they can hear in a song. Find the pulse, whilst listening to a song, in a way that they choose e.g. dance, clap, march. Find the pulse and identify funky rhythms, tempo changes and dynamics. Know the style indicators for Pop music. Reflect upon the lyrics of the song and the message of the song.</p> <p>Copying rhythms: Play and copy back rhythms, on a glockenspiel using up to 2 notes (C + D). Sing: In unison. Play instruments: With the song by ear, or from notation. Using up to 3 notes (C, D + E). Know the difference between pulse and rhythm and be about to keep an internal pulse. Improvise: using the up to 3 notes (C, D + E). Compose: A simple melody using simple rhythms, choosing from notes C, D + E or C, D, E, F + G (the pentatonic scale). Know how pulse, rhythm and pitch work together to create a song.</p> <p>Key Vocabulary Acoustic guitar, percussion, birdsong, civil rights, racism, equality, Unison, structure, introduction, verse, chorus, pop music, vocals, pulse, rhythm, pitch, compose, improvise, perform, audience, melody, texture, hook, riff, dynamics, tempo, pentatonic scale, lyrics, solo.</p>
PSHE and RSE (highlighted objectives are statutory)	<p>Core Theme 1: Health & Wellbeing Keeping Safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). Drugs, alcohol & tobacco H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health: recognise that drug use can become a habit which can be difficult to break.</p> <p>Core Theme 2: Relationships Safe relationships R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>PIXL ONLINE SAFETY session 9</p> <p>Core Theme 3: Living In The Wider World Media Literacy & digital resilience</p>

	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
DT	<p>Food Technology - adapting recipe eg pizzas</p> <ul style="list-style-type: none"> ● Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world ● Know that a healthy diet is made up from a variety and balance of different food and drink ● that to be active and healthy, food and drink are needed to provide energy for the body ● Know to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source ● how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking ● carefully select ingredients <p>Key vocabulary name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>
British Values	<p>Protected characteristics</p> <ul style="list-style-type: none"> ● What is discrimination? ● Understanding different types of discrimination. ● We are all different – linked to the protected characteristics within Werrington Primary School
SMSC	Linked to PSHE – appropriate relationships.