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| **Subject** | **Key Learning** |
| Religion | **God the Father**Know that the Bible is a story of God’s love and concern for usKnow what God is telling us about himself in the BibleKnow that the Bible is one story told through many different booksKnow how to find a bible reference.Know that the Bible is a living book through which God speaks to us.How other people in the wider world celebrateKnow that Jesus was born a JewKnow that Jesus attended the synagogue as a child and as an adult read the TorahKnow that God called Mary to be the Mother of Jesus learn MagnificatKnow how Joseph put trust in GodKnow that God Fulfilled his promise to Mary when Jesus was bornExperience an Advent liturgyMake some Advent promises to get ready for Jesus coming. |
| History |

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| **Chronology**Show their increasing knowledge and understanding of the past by:* Making *some* links between and across periods, such as the differences between clothes, food, buildings or transport.
* Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

**Events, People and Changes**Be able to describe some of the main events, people and periods they have studied by:* Understanding some significant aspects of history, e.g. *how the Great Plague of 1665 affected London and beyond.*

**Communication*** Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* When doing this they should use specialist terms, e.g. *Bills of mortality, plague pits* and vocabulary linked to chronology.
* Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

**Enquiry, Interpretation and Using Sources*** Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past.
* Use some sources to start devising historically valid questions about change, cause and significance e.g. *of the Great Plague*.
* Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
* Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses e.g. *whether the uniform of a plague doctor would work as protection from the disease.*
* Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event *may* exist *(artist’s pictures, museum displays, written sources).*
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| Geography | **Locational Knowledge*** Name and locate counties and cities of the United Kingdom *(relevant to your location and to this theme).*

**Human and Physical Geography*** Describe and understand key aspects of **human** geography including types of land use.

**Mapping*** Use a wider range of maps (including digital), and atlases to locate features studied.
* Use maps and diagrams from a range of publications *e.g. recycling/waste site maps and plans from the local Council website.*
* Use maps at more than one scale.
* Recognise that larger scale maps cover less area.
* Recognise patterns on maps and begin to explain what they show.
* Use 4 figure coordinates to locate features on maps.
* Use plan views.
* Recognise some standard OS symbols.
* Link features on maps to photos and aerial views.

**Fieldwork*** Observe, measure and record the human and physical features in the local area using a range of methods including cameras and other digital devices.

**Enquiry and Investigation*** Ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes.

**Communication*** Identify and describe geographical features, processes (changes), and patterns.
* Use geographical language relating to the physical and human processes.
* Communicate geographical information through a range of methods including graphs and presentations.
* Express opinions and personal views about what they like and don’t like about specific geographical features and situations.

**Use of ICT/Technology*** Use the zoom facility on digital maps to locate places at different scales.
* Add a range of text and annotations to digital maps to explain features and places.
* View a range of satellite images.
* Add photos to digital maps.
* Use spreadsheets, tables and charts to collect and display geographical data.

Make use of geography in the news – online reports and websites. |
| Art and Design | **Exploring and Developing Ideas*** Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
* Question and make thoughtful observations about starting points and select ideas to use in their work.

**Drawing** * Experiment with ways in which surface detail can be added to drawings, e.g. *use grades of pencil, biros, charcoal and chalk.*
* Use journals to collect and record visual information from different sources.
* Draw for a sustained period of time at an appropriate level.
* Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
* Experiment with different grades of pencil and other implements to create lines and marks.
* Experiment with different grades of pencil and other implements to draw different forms and shapes.
* Experiment with different grades of pencil and other implements to achieve variations in tone.
* Begin to show an awareness of objects having a third dimension.
* Create textures with a wide range of drawing implements, e.g. *use oil and chalk pastel.*

**Painting*** Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
* Work on a range of scales e.g. thin brush on small picture etc.
* Create different effects and textures with paint according to what they need for the task.

**Printing*** Create printing blocks using a relief or impressed method.
* Create repeating patterns.
* Print with two colour overlays.
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| Computing | **Data Handling****Skills*** Create frequency diagrams and graphs to answer questions.
* Create and use a branching database to organise and analyse information to answer questions.
* Begin to identify what data should be collected to answer a specific question.
* Collect data and enter it into a database under appropriate field headings.
* Use a database to answer straightforward questions by searching, matching and ordering the contents of a single field.
* Based on the data collected, children should raise their own questions and translate them into search criteria that can be used to find answers to specific questions.
* Compare different charts and graphs, e.g. in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for different purposes.
* Select and use the most appropriate method to organise and present data.

**Knowledge and Understanding****Knowledge and Understanding*** Understand that there are different types of data.
* Understand the need to structure information properly in a database.
* Know, understand and use the vocabulary: file, record, field, sort and search.
* Recognise similarities and differences between ICT and paper-based systems.

Talk about the advantages of using IT to sort, interrogate and classify information quickly.* Understand that effective yes / no questions are key to organising data efficiently in a branching database.
* Understand that there are different types of data, e.g. numeric, alphabetic, date, alphanumeric.
* Know that ICT can enable the creation of a variety of tables and graphs that are used for different purposes.
* Understand some graphs and charts are more appropriate and easier to read than others.
* Begin to make choices about how to present data to solve a specific problem.

**eSafety****Skills*** Use technology responsibly.
* To create appropriate passwords.
* Keep passwords and personal data safe.
* Recognise acceptable behaviour.
* Recognise unacceptable behaviour.
* Be able to create a ‘secure’ password, e.g. combination of letters, symbols and numbers in accordance with the school’s eSafety policies and procedures /Acceptable Use Policy.

Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school. |
| PEHockey |  use running, jumping, throwing and catching inisolation and in combination play competitive games, modified whereappropriate [for example, badminton,basketball, cricket, football, hockey, netball,rounders and tennis], and apply basic principlessuitable for attacking and defending develop flexibility, strength, technique, controland balance [for example, through athleticsand gymnastics] perform dances using a range of movementpatterns take part in outdoor and adventurous activitychallenges both individually and within a team compare their performances with previousones and demonstrate improvement to achievetheir personal best. |
| Swimming | * Swim competently, confidently and proficiently over a distance of at least 25 metres
* Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
* Perform safe self-rescue in different water-based situations
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