

Subject	Key Learning
<p><b>R.E</b> God the Holy Spirit</p> <p><b>HRSE</b></p>	<p>Themes:  <b>The Sacraments of Service</b>  <b>Discipleship</b>  <b>The dignity of work</b></p> <p>Children will learn:  What a priest/bishop/pope does/learn about Bishop Michael and Pope Francis  How can we carry on following Jesus  Learn how to work together to build up our school family.  Find my special job my gift to the world  Opportunities today to live and share life following the example of Jesus  The Church's celebration of Sunday as a special day</p> <p>Their invitation to be part of a wider family of God  To develop relationship with God through choices they make  When saying no is OK to peers and adults  Who to go to if they are worried or unhappy or feel they are being teased or bullied  Be curious about themselves and their purpose in the world.  The belief that they worth as a creation of God  That their life has purpose  The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment)</p>
<p><b>Science</b> <b>Animals -</b> <b>Humans</b></p>	<p>Pupils will:  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Recognise that humans are animals.  Compare and describe differences in their own features (eye, hair, skin colour, etc.)  Recognise that humans have many similarities.  Use observations to compare and contrast animals (humans) at first hand or through videos and photographs.  Use their senses to compare different textures, sounds and smells.</p>

<p><b>Music</b></p>	<p><b>Pupils will:</b></p> <p><b>Performing</b> Use their voices expressively by singing songs. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).</p> <p><b>Listening</b> Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment)</p> <p><b>Pitch</b> Identify high and low sounds.</p> <p><b>Duration</b> Respond to sounds of different duration. Recognise the difference between long and short sounds.</p> <p><b>Dynamics</b> Differentiate between loud sounds, quiet sounds and silence.</p> <p><b>Tempo</b> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</p> <p><b>Timbre</b> Recognise the difference between singing and speaking. Match selected sounds with their pictured source</p>
<p><b>Art and Design</b></p>	<p><b>Drawing</b> Children will: create their own robots from construction kits and use them as a model for their observational drawings. (Linked to learning opportunities in design and technology,) then design a figure to be developed into 3-D.</p>

<p><b>DT</b>  <b>Make a robot model</b></p>	<p><b>Designing</b>  try out their ideas with reclaimed materials ('junk modelling').</p> <p><b>Making</b>  discuss their work with other children/adults, including describing what they need to do next.  select from various shapes and sizes of cardboard or thin plastic recycled materials including boxes/containers/tubes etc.  explore how to make their robot strong and stable and how to make the cardboard stiffer if it is too flimsy.  select appropriate tools for the materials and purpose of their construction, ensuring that they name them correctly.  be offered different scissors, utility snips, hole punches, paper drills etc.</p> <p><b>Evaluating</b>  explore robot toys. Talk about how they move and mimic this e.g. in drama activities, to gain a better understanding of the rigidity of those movements.  work through the make/test/improve process, talk about the good and bad points of their design and note any changes needed for improvement (annotations to drawings).  Discuss how well their finished robot meets their initial ideas (design criteria)</p>
---	---