

Subject	Key Learning Summer Term
RE	<p>Solidarity and the Common Good God's call to individuals and their responses</p> <p>Apostles – Mary Gospel accounts of how the lives of men and women were changed by their encounter with Jesus. The teaching role of the apostles especially through New Testament letters.</p> <p>Pentecost Gospel accounts of the coming of the Holy Spirit and the transformation of the disciples Gifts of the holy Spirit which are given to individuals and groups for service of community</p> <p>This is my body programme Value themselves as a child of God, believing life is precious and their body is God's gift to them</p> <p>The Sacraments of Service Gifts of the holy Spirit which are given to individuals and groups for service of community. Be able to name sacraments of Holy Orders and Matrimony and explain significance in own words.</p> <p>Discipleship -The dignity of work The cost of discipleship</p>
Science	<p>Electricity</p> <ul style="list-style-type: none"> ▪ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. ▪ Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. ▪ Use recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram. ▪ Use and interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'.
Computing	<p>Programming Skills</p> <ul style="list-style-type: none"> ▪ Use repetition and selection in programs. ▪ Use variables in programs. ▪ Design and create programs using decomposition. ▪ Design programs to accomplish specific tasks or goals. ▪ Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs. ▪ Use procedures in programs. ▪ Design, test and refine programs to control robots or floor turtles taking account of purpose and needs. ▪ Use programming software to create simulations.

	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ▪ Know the meaning of the key terms: <ul style="list-style-type: none"> ▪ selection. ▪ variable. ▪ decomposition. ▪ Know the meaning of logical reasoning. ▪ Understand what a procedure is and why it is important in programs. ▪ Know that programs can be represented in different formats including written and diagrammatic. ▪ Understand the need for precision when creating sequences to ensure reliability. ▪ Understand how experiences of programming and control relate to control systems in the real world. ▪ Understand that there are often different ways to solve the same problem or task. ▪ Understand that programming software can create simple and complex simulations. <p>Online Safety Skills</p> <ul style="list-style-type: none"> ▪ Locate and respond appropriately to the terms and conditions on websites. ▪ Identify unsuitable posts (e.g. on blogs, a forum...) pertaining to content and conduct. ▪ Identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications. ▪ Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online.
<p>Art</p>	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Drawing</p> <ul style="list-style-type: none"> ▪ Use a journal to collect and develop ideas. ▪ Identify artists who have worked in a similar way to their own work. ▪ Use dry media to make different marks, lines, patterns and shapes within a drawing. ▪ Experiment with wet media to make different marks, lines, patterns, textures and shapes. ▪ Explore colour mixing and blending techniques with coloured pencils. ▪ Use different techniques for different purposes i.e. shading, hatching within their own work. ▪ Start to develop their own style using tonal contrast and mixed media. ▪ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. ▪ Show an awareness of how paintings are created i.e. Composition.

	<p>Collage</p> <ul style="list-style-type: none"> ▪ Add collage to a painted or drawn background. ▪ Use a range of media to create collages.
Design and Technology	<p>Project Focus: Sewing Cushion Covers</p> <p>To create 3-D textile products using pattern pieces To understand pattern layout with textiles To join materials using appropriate method</p>
History	<p>Which were the first British seaside resorts and why did they develop?</p> <p>How did the development of the railways affect the lives of the Victorians?</p> <p>The learning within this theme focuses on holidays and leisure. Children will be involved in making comparisons and analysing trends between the different periods, focusing primarily on the period from the Victorian era to the present day.</p>
PE Athletics	<p>Throwing & Jumping skills</p> <p>To explore ways of combining jumping actions To develop running skills in isolation To develop throwing skills in an athletic type activity</p>
PE Kwik Cricket/ Rounders	<p>Cricket</p> <p>To develop sending a ball To develop striking a ball To develop fielding skills To begin to play competitive games</p> <p>Rounders</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for rounders], and apply basic principles suitable for attacking and defending