

	National Curriculum		School Curriculum
	Knowledge	Skills	
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 (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<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 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 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. 	
History	<p>In-depth Study of The Tudor Age</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history (e.g. break with Rome) understand how our knowledge of the past is constructed from a range of sources. 	<p>In-depth Study of The Tudor Age</p> <ul style="list-style-type: none"> address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance They should construct informed responses that involve thoughtful selection and organisation of relevant historical information 	
Geography	<ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	

Art	Dry Colour (pastels) <ul style="list-style-type: none"> Know about great artists, architects and designers in history 	Dry Colour (pastels) <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	•
Design & Technology	Design and Make a Tudor Purse <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	Design and Make a Tudor Purse	•
Computing	We are HTML editors <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 		•

R.E.	<p>Judaism (Shabbat – a day of rest)</p> <ul style="list-style-type: none"> • Understand why Shabbat is important to Jews • Understand why Jews visit the synagogue on Shabbat. <p>Judaism (Festivals in Jewish life)</p> <ul style="list-style-type: none"> • Understand what each of the festivals show about the Jews' relationship with God. 	<p>Judaism (Shabbat – a day of rest)</p> <ul style="list-style-type: none"> • Analyse why it is important to keep traditions/customs alive <p>Judaism (Festivals in Jewish life)</p> <ul style="list-style-type: none"> • Research how each festival helps to teach young Jews about the past. 	•
Music	<p>Steel Pan Lessons</p> <ul style="list-style-type: none"> • Use and understand staff and other musical notations 	<p>Steel Pan Lessons</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory 	•
PSHE	<p>My Safety</p> <ul style="list-style-type: none"> • The Road ahead • Careful crossing • Car and Rail Safety <ul style="list-style-type: none"> ○ To develop a range of strategies to be physically and emotionally whilst using various forms of transport. • Lines of enquiry using the internet <ul style="list-style-type: none"> ○ To develop strategies to keep physically and emotionally safe online including social media and the responsible use of mobile phones. 		•
P.E.	<p>Games / Gymnastics and Dance</p> <ul style="list-style-type: none"> • Understand that keeping fit is essential to being healthy. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Games / Gymnastics and Dance</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Take part in outdoor and adventurous activity challenges both individually and within a team • Develop flexibility, strength, techniques, control and balance for Gymnastics • Perform dances using a range of movement patterns 	•
Mandarin	Chinese Food	Chinese Food	