

	National Curriculum		School Curriculum
	Knowledge	Skills	
Science	<p>Electricity</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch open and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Construct a simple series electrical circuit, identifying and naming its basic parts (including cells, wires, bulbs, switches and buzzers) <p>Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases. 	<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>Comparison</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history (Mayan civilization c. AD 900) 	<p>Comparison</p> <ul style="list-style-type: none"> devise historically valid questions about change, cause, similarity and difference, and significance understand how our knowledge of the past is constructed from a range of sources 	
Geography	<p>Comparison of European Country and South American Country</p> <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) 	<p>Comparison of European Country and South American Country</p> <ul style="list-style-type: none"> Using maps to locate the world's countries with a focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	

	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<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	<p>Masks (Clay Sculpture)</p> <ul style="list-style-type: none"> • About great artists, architects and designers in history. 	<p>Masks (Clay Sculpture)</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with clay. 	
Design & Technology	<p>Design and Make a Wheeled Vehicle</p> <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 • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • 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 • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Design and Make a Wheeled Vehicle</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products 	

	<ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 		
Computing	<p>We are meteorologist (Presenting the Weather)</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	We are meteorologist (Presenting the Weather)	
R.E.	<p>Christianity (Christian Celebrations)</p> <ul style="list-style-type: none"> Understand how festivals help Christians to remember Jesus and His teachings Understand what happens in places of worship to help Christians understand the meaning behind their festivals. <p>Judaism</p> <ul style="list-style-type: none"> Understand why Abraham is important to Jews Understand how the Torah helps Jewish people to understand what being Jewish means 		
Music	Harvest for the world (Sing Up)	Harvest for the world (Sing Up)	
PSHE	<p>My Relationships</p> <ul style="list-style-type: none"> Equality and appreciating ethnic identities in the United Kingdom. <ul style="list-style-type: none"> To understand how to take care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions 	<ul style="list-style-type: none"> Electrical safety <ul style="list-style-type: none"> To understand and develop strategies to keep physically safe when using electrical equipment. 	

	<p>such as female genital mutilation and how to get support.</p> <ul style="list-style-type: none"> • Diversity and differences. <ul style="list-style-type: none"> ○ To understand that differences and similarities between people arise from a number of factors (family, cultural, age, gender , disability, ethnicity and religion) 		
P.E.	<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 	<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	Family Members	Family Members	