

	National Curriculum		School Curriculum
	Knowledge	Skills	
Science	<p>Forces</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <p>Earth and Space</p> <ul style="list-style-type: none"> Describe the movement of the earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky 	<ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<ul style="list-style-type: none">
History			Designers who have shaped the world??? – Ancient Greece influence on the world (designs etc)
Geography	<ul style="list-style-type: none"> Name and locate the world’s countries, using maps to focus on Europe 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"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
Art	<p>Investigating Pattern (Print Making – William Morris)</p> <ul style="list-style-type: none"> Know about great artists, architects and designers in history 	<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 	<ul style="list-style-type: none">

Design & Technology	Design and Construct a Model Town (Lego) <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 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand and use electrical systems in their products Understand and use mechanical systems in their products 	Design and Construct a Model Town (Lego)	•
Computing	We Are Architects – Creating a Virtual Space <ul style="list-style-type: none"> Know how to use technology safely, respectfully and responsibly Recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact 	We Are Architects – Creating a Virtual Space <ul style="list-style-type: none"> Select, use and combine a variety of software on a range of digital devices to design and create content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information 	•
R.E.	Peace & Hinduism <ul style="list-style-type: none"> Understand that peace and living harmoniously with your neighbour is an important belief of all religions. Understand how places of worship give opportunities for peaceful reflection, meditation and prayer Know that Hindus believe in “Non injury to living things – Ahimsa”. Understand what Hindu’s believe, including that they believe in one god who is represented in different ways 	Peace & Hinduism <ul style="list-style-type: none"> Compare the lives of Gandhi’s and Martin Luther King and their belief in peaceful, non-violent protest. Compare Hindu’s beliefs with those of other religions 	•
Music	Violin Lessons <ul style="list-style-type: none"> Use and understand staff and other musical notations 	Violin Lessons <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	My Relationships <ul style="list-style-type: none"> How to recognise negative relationships How to develop and maintain healthy relationships Understand the role that money plays in people’s lives 	My Relationships <ul style="list-style-type: none"> Working Collaboratively successfully with others 	•
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 	•

		<ul style="list-style-type: none"> • Develop flexibility, strength, techniques, control and balance for Gymnastics • Perform dances using a range of movement patterns • Swim competently, confidently and proficiently (over a distance of at least 25 metres) • Swim using a range of strokes effectively • Perform safe self-rescue in different water-based situations 	
Mandarin	Clothes	Clothes	