



Subject	NC Objective	Skills	Knowledge	Vocabulary
Science (Materials)	<ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<ul style="list-style-type: none"> Select suitable equipment (scale) Plan fair test (all variables) Collect sufficient repeat readings (>5) Use complex words Use science models to describe/explain Draw & annotate diagrams 	<p>I can compare and group together everyday materials on the basis of their properties.</p> <p>I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Material (types)</p> <p>properties (types)</p> <p>solid</p> <p>liquid</p> <p>gas</p> <p>solution</p> <p>mixture</p> <p>particle</p> <p>energy</p> <p>dissolve (solute, solvent, saturation)</p> <p>filtering</p> <p>sieving</p> <p>evaporating</p> <p>reversible</p> <p>irreversible</p>
History	Covered in Spring 2			



<p>Geography</p>	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 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>Geographical skills and fieldwork</p> <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, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world. Describe how weather and climate effects land use food production. Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places. Use search engines, index, contents and other research techniques to locate and interpret information. Suggest sources for finding data, related to a task, and analyse data collected to draw conclusions about a place or geographical issue. Explain what physical and human process may have occurred in a place by studying an aerial image of it. 	<p>Know the countries and capital cities in the uk. Know the names of the counties and main cities in the uk. Know and locate the main rivers in the uk.</p> <p>To understand what longitude, latitude and equator are and be able to discuss the northern and southern hemisphere.</p> <p>To understand how weather and climate affects land use in the UK.</p> <p>Describe how human activity has impacted on physical characteristics in the UK.</p>	<p>World Continent Country County Equator Longitude Latitude Hemisphere Human characteristics Physical characteristics River Capital city Population Erosion Landscape Shore line Coast Weather Climate Weathering</p> <p><u>Spring Assessment</u> Describe how weather and climate affects land use food production.</p> <p>Describe how human activity has impacted and/or changed the physical characteristics of a place in the world. Geographical location in understanding places.</p>
<p>Art</p>	<p>Covered in Spring 2</p>			
<p>DT</p>	<p>Design 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</p> <p>Make 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</p> <p>Evaluate</p>	<p>Use results of investigations and information sources including ICT when developing design ideas</p> <p>Measure and mark out accurately</p>	<p>Design and build bridge – Suez canal.</p> <p>To know which materials would be suitable based on their properties.</p> <p>To know how to join materials together so that they suit the purpose. (strength)</p>	<p>Research Design criteria Product Purpose Strength Joining Materials Properties Functional Construct Measure Accuracy</p> <p><u>Spring Assessment</u> Use results of investigations and information sources including ICT when developing design ideas</p>



	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work have helped shape the world			Measure and mark out accurately
Computing	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	Able to create a spreadsheet with a variety of simple linked formulae (e.g. a budgeting spreadsheet).	To know how to enter values into a spreadsheet. To know what a budget is. To know how to enter a formula into a spreadsheet.	Spreadsheet Budget Formula Value Tab Total Amount Sum Difference cost <u>Spring Assessment</u> Able to create a spreadsheet with a variety of simple linked formulae (e.g. a budgeting spreadsheet).
Music	Covered in Spring 2			
French	Covered in Spring 2			
PE	perform dances using a range of movement patterns	Create and compose my own dances, performing them expressively with control and include emotions and feelings.	To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context Use appropriate dance terminology to identify and describe different styles in their own and others' dances	Tempo Pace Style Rhythm Sequence <u>Spring Assessment</u> Perform specific skills and movement patterns for different dance styles with accuracy.
PSHE (Dreams and Goals)	I understand that I will need money to help me achieve some of my dreams I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I can describe the dreams and goals of young people in a culture different to mine		I can identify what I would like my life to be like when I am grown up I appreciate the contributions made by people in different jobs	<u>Spring Assessment</u> To describe the dreams and goals of a young person in a culture different from our own.



	<p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p>	<p>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <p>I can reflect on how these relate to my own</p> <p>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</p> <p>I understand why I am motivated to make a positive contribution to supporting others</p>		
RE	<p>We are learning to understand the relevance of Sikh stories today.</p>	<p>Explain how and why differences in belief are expressed.</p> <p>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p> <p>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>	<p>I can explain how some stories can teach people about what is important and how to behave.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p>	<p><u>Spring Assessment</u></p> <p>I can recognise that stories can be an important way of expressing belief and can explain the relevance of a Sikh story.</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>