| Subject | NC Objective | Skills | Knowledge | Vocabulary | |
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| Science  (Living things and their habitats) | * Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * Describe the life process of reproduction in some plants and animals. | * 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. | To know the life cycle of a mammal.  To know the life cycle of an amphibian.  To know the life cycle of an insect.  To know the life cycle of a bird.  I can explain reproduction in plants and animals. | Bird  fish  amphibian  reptile  mammal  invertebrate carnivore  herbivore  omnivore  life cycle reproduction movement | nutrition  gestation  birth  fertilization germination pollination  seed dispersal predator  prey  respiration  sensitivity  growth |
| History  (World War II) | * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (WWII) | **Chronological understanding**  Uses timelines to place and sequence local, national and international events.  Sequences historical periods.  Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.  **Knowledge and understanding**  Gives some causes and consequences of the main events, situations and changes in the periods studied.  Identifies changes and links within and across the time periods studied.  **Historical interpretation**  Looks at different versions of the same event and identifies differences in the accounts.  Gives clear reasons why there may be different accounts of history.  Knows that people (now and in past) can represent events or ideas in ways that persuade others.  **Historical enquiry**  Asks a range of questions about the past.  Chooses reliable sources of evidence to answer questions.  **Organisation and communication**  Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.  Uses dates and terms accurately. | World War II began in 1939 until 1945.  The war was between Germany and Allied forces of Europe.  That food is rationed because of severed trade links to Europe and shipping losses due to U-boat attacks.  Men were called up to fight.  Women entered the world of work in industry and agriculture.  Propaganda was used to spread ideas and influence the UK population.  The Blitz was a series of aerial attacks by German forces to weaken the UK.  Children living in cities were evacuated to live in the countryside in order to keep them safer from aerial attacks. | War  Bomb  Army  Medal  Neville Chamberlain  Tank  Battle  Rifle  Prisoner  Gas mask  Anderson shelter  Adolf Hitler | Spitfires  Rationing  Blitz  Evacuee  Gas mask  Nazi  Shelter  Anderson shelter  Shrapnel  Troops |
| Geography | * 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 * 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) | * Use search engines, index, contents and other research techniques to locate and interpret information. * Use four and six figure grid references to locate features on an Ordnance Survey or world map. | |  | | --- | | I can name and locate the main cities, countries, rivers linked to WW2.  I can name the main lines of latitude and meridian of longitude when describing where places are. | | Map  Germany  Italy  Japan  Britain  France  Australia  Latitude  Longitude  Equator  Grid reference | |
| Art  (Drawing techniques, Henry Moore). | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * to create sketch books to record their observations and use them to review and revisit ideas | * Select and develop ideas confidently, using suitable materials confidently. * Improve quality of sketchbook with mixed media work and annotations. * Select own images and starting points for work. * Begin to explore possibilities, using and combining different styles and techniques. * Use the work of artists to replicate ideas or inspire own work. * Improve quality of sketchbook with mixed media work and annotations. | I know who Henry Moore is and how he links to WW2.  I can use different shades of pencils to create different tones and lines.  I know how to blend, smudge and use lines to emphasise specific areas. | Shade  Tone  Line  Henry Moore  Blending  Smudging  Cross hatching | |
| DT  (Cooking) | * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | * Weigh and measure accurately (time, dry ingredients, liquids) * Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. | I know how to use a knife safely to chop ingredients.  I can weigh out ingredients accurately according to the recipe.  I can explain how to prepare food safely and hygienically. | Hygiene  Safety  Ingredients  Roasting  Frying | Baking  Cooking  Scales  Grams |
| Computing  (E-safety)  (Multimedia) | * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * elect, 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 technology safely, responsibly and educate others about it. * Prepare and present information in a range of forms using ICT. | To create and agree to a class set of internet rules based on personal responsibilities.  To understand what cyberbullying is and how to report it.  Consider what makes a presentation interesting Design a presentation to persuade an audience about a particular viewpoint or argument  Compare two presentation tools  Make a presentation on a topic to support learning   |  | | --- | |  | | Cyber bullying  e-safety  digital citizenship  technology  sharing  personal information  social media  chat room  direct messaging | text messaging  notifications  “red button”  Present  Audience  Purpose  Tools |
| Music | * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | * Use musical vocabulary to explain some of the reasons why a piece of music might have been composed. * Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians. * Recognise and describe music and musical instruments from different periods in history. | To know a range of World War songs e.g. A long way to Tipperary.  To have an understanding of why music was used to entertain the troops. | Major keys  Minor keys  Lyrics  Performance  Rhythm  Beat  Tempo | |
| French | * Listen attentively to spoken language and show understanding by joining in and responding * Engage in conversations; ask and answer questions; express opinions and respond to those of others * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * Present ideas and information orally to a range of audiences * Read carefully and show understanding of words, phrases and simple writing * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * Write phrases from memory, and adapt these to create new sentences to express ideas clearly * Describe people, places, things and actions orally and in writing * Understand basic grammar appropriate to the language being studied | * Read, write and speak simple sentences using expression for added authenticity * Recite a short text with accurate pronunciation * Identify the position of adjectives in a sentence * Use a French/English dictionary * Take part in a simple conversation asking for/giving directions and address, understanding key information | Know determiners (*le*, *la*, *les*) and quantifiers (*de*, *des* and numbers) have gender and plural  Know words for high street shops (eg. bakers, butchers, post office)  Know words for the date and times of the day (eg. morning, evening, afternoon) | Le  La  Les  De  Des  Un  Deux  Trois  Quatre  Cinq  Six  Sept  Huit  Neuf  Dix  Onze | Douze  Treize  Quatorze  Quinze  Seize  dix-sept  dix-huit  dix-neuf  vingt  un supermarche  une boulangerie  une pharmacie  un bureau de poste  le matin  l’apres-midi  le soir |
| PE | **Invasion Games (Tag Rugby)**  To develop a broader range of techniques and skills for attacking and defending  To know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations  To choose and apply skills more consistently in activities  To know and understand the basic principles of warming up, and understand why it is important for a good-quality performance  To demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play  To choose and use information to evaluate their own and others' work | Show accuracy and good technique when throwing overarm, underarm and pushing from my chest.    Use a variety of techniques to pass a ball, using the most appropriate tactics within the game and attempt to gain possession of the ball.    Acknowledge the contribution of others to games and activities and openly work with team members to be successful. | Perform skills with accuracy, confidence and control  Response consistently in the games they play, choosing and using skills which meet the needs of the situation  Know the difference between attacking skills and defending skills.  Choose positions in their teams and know how to help when attacking  Find and use space to help their team  Use a variety of tactics to keep the ball, e.g. changing speed and direction  Know and find ways to get the ball towards their opponents goal  Know how to mark and defend their goals | Tag  Rugby  Ball  Pitch  Passing | Try  Score  Tackling  Defending  Attacking |
| **Gymnastics**  To perform actions, shapes and balances consistently and fluently in specific activities  To choose and apply basic compositional ideas to the sequences they create, and to adapt them to new situations  To know and understand the basic principles of warming up and why it is important for good-quality performance  To understand why physical activity is good for their health  To choose and use information and basic criteria to evaluate their own and others' work | Show good technique and fluency of movement when performing long and triple jumps and speed bounce.    Make complex sequences and combine actions, shapes and balances. My movements are clear, controlled and consistent. I can perform a vault. | Perform combinations of actions and agilities that show clear differences between levels, speeds and directions  Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension  Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction  Adapt sequences to include a partner or a small group  Take more responsibility for their own warm up  Know how muscles work, how to stretch, and how to carry out strengthening exercises safely  Know why strength and suppleness are important in gymnastics  Watch and comment on the quality of movements, shapes and balances, and the way apparatus is used  Identify which aspects were performed consistently, accurately, fluently and clearly  Suggest improvements to speed, direction and level in the composition | Pace  Tempo  Roll  Balance  Movements | Routine  Tension  Extension  Fluency |
| RE  (Hinduism) | * Explain the meaning of respect and be able to say why people believe it is important to treat others, especially older people with respect. * Identify how care and respect for others is shown in their own families or in the ‘family’ of the school. * Ask and respond to questions about how religion influences believer’s everyday lives. * Reflect on what is worth celebrating and remembering in my own life and community. * Ask and respond to questions raised by the stories behind religious festivals. * Suggest answers to questions about the value of celebrating significant events. | |  | | --- | | * recognise and explain the impact of beliefs and ultimate questions on individuals and communities   + explain how and why differences in belief are expressed. * make informed responses to people's values and commitments (including religious ones) in the light of their learning | | To know what extended family is.  To understand why extended family is important to Hindus.  I understand the values in the Hindu family.  To know how Hindu children show respect.  To know what the Puja is and why it is performed.  To know about Hindu celebrations  To know what Diwali is and the meaning behind the story. | Family  Extended family  Hindu  Hinduism  Value  Elders | Respect  Puja  Celebration  Divali |
| PSHE | Being me in my world  Face new challenges and set personal goals  Understand rights and responsibilities as a British citizen and as a member of my school.  Make choices about my behaviour and understand rewards and consequences.  Understand how an individual’s behaviour can impact on others.  Understand how democracy and having a voice benefits the school community and know how to participate in this. | | To know what they value most about their school and identify their hopes for this school year.  To empathise with people whose lives are different to theirs.  To understand that their actions affect themselves and others.  To contribute to the group and understand how they can function best as a whole. | Challenge  Goal  Right  Responsibility  Respect  Ownership  Empathy  British citizen | British values  Democracy  Consequences  Rewards  Impact  Participate |
| Celebrating Differences  Understand that cultural differences sometimes cause conflict.  Understand what racism is.  Understand how rumour-spreading and name-calling can be bullying.  Explain the difference between direct and indirect types of bullying.  Compare my life with people in the developing world.  Enjoy the experience of a culture other than my own. | | To be aware of their own culture.  To be aware of their attitude towards people from different races.  To understand a range of strategies in managing their feelings in bullying situations.  To know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.  To appreciate the value of happiness regardless of material wealth.  To respect my own and other peoples cultures. | Race  Racism  Culture  Equality  Regardless  Bullying  Anti-bullying  Conflict  Appreciate  Happiness  Empathy | Respect  Problem solving  Solution  Attitude |