



<u>Subject</u>	<u>NC Objective - Coverage</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Vocabulary</u>
<p>Science</p>	<ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductor • asking relevant questions and using different types of scientific enquiries to answer them • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<p>To make a working series circuit.</p> <p>To use a switch to control a circuit.</p> <p>To describe patterns, trends and relationships.</p>	<p>To know how we use electricity in our homes.</p> <p>To know the difference between electrical conductors and insulators, including examples of each.</p> <p>To know how to clearly label a diagram and how to use electrical symbols accurately.</p>	<p>energy insulator conductor circuit series renewable non-renewable</p>



<p>History</p>	<ul style="list-style-type: none"> Know key facts about the Roman Empire and its impact on Britain. Know key facts about the Roman Empire by AD 42 and the power of its army. Know about the British resistance led by Boudica. 	<p>To describe features of past societies and periods, identifying ideas, beliefs, attitudes and experiences of people from the past.</p> <p>To identify differences between two accounts of the same event.</p> <p>To give reasons as to why there may be different accounts of history.</p>	<p>To know and use words and phrases such as century, decade, BC, AD, after, before and during.</p> <p>To name and date significant events on a timeline from the period of time under study.</p> <p>To know key facts about Roman life and the Roman legacy (ie. how Roman ideas are still used today).</p>	<p>account invasion rebellion uprising empire villa gladiator tribe mosaic</p>
<p>Geography</p>	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>To use an atlas to locate countries in Europe.</p> <p>To use the physical geography of Europe to help locate countries on an ancient map.</p>	<p>To know that the borders within Europe have changed over time as a result of conflict and politics.</p>	<p>border conflict politics</p>
<p>Art</p>	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [clay] 		<p>To know that art can have different purposes (eg. to reflect faith/beliefs, to express an opinion, to indicate wealth, as a practical item around the home).</p> <p>To know a range of techniques for making a clay pot.</p>	<p>slip</p>
<p>DT</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 	<p>To analyse a range of existing products to influence own designs.</p>	<p>To know a basic recipe for baking bread.</p>	<p>analyse evaluate knead prove annotate</p>



	<p>at particular individuals or groups</p> <ul style="list-style-type: none"> ▪ 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 ▪ investigate and analyse a range of existing products ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 			
<p>Computing (Coding)</p>				
<p>Music</p>				



<p>French</p>	<ul style="list-style-type: none"> Listen, recognise and respond to simple commands and questions. Play games communicating only in French. Know words for family members and animals, writing sentences to describe them. 	<p>To accurately respond to basic commands, such as stand up; sit down; touch your ...; raise your hand.</p> <p>To ask and answer simple questions, such as what is this; where is...</p> <p>To write simple descriptive sentences.</p>	<p>To know the words for family members.</p> <p>To know the names of animals we keep as pets and animals we may see on a farm.</p>	<p>Animal words Family words Physical appearance adjectives</p>
<p>PE</p>	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> To explore and create characters and narratives in response to a range of stimuli To use simple choreographic principles to create motifs and narrative To perform more complex dance phrases and dances that communicate character and narrative To describe, interpret and evaluate their own and others' dances, taking account of character and narrative 	<ul style="list-style-type: none"> To know and describe what you need to do to warm up and cool down for dance To understand how to adapt their skills and knowledge from previous weeks into a performance situation. 	<p>Analyse Evaluate Vary Combine Stimulus Continuity</p>
<p>PSHE</p>		<ul style="list-style-type: none"> enjoy being part of a group challenge 	<ul style="list-style-type: none"> know how it feels to have hopes and dreams know how disappointment feels and can identify when I have felt that way 	<p>Dreams Ambition Disappointment Resilience</p>



			<ul style="list-style-type: none"> • know how to cope with disappointment and how to help others cope with theirs • know what it means to be resilient and to have a positive attitude • know how to share in the success of a group and how to store this success experience 	
RE	<p>Judaism</p> <p>AT1 B Practices and ways of life</p> <p>AT2 E Meaning, purpose and truth</p>	<ul style="list-style-type: none"> • To discuss why we would choose to follow an instruction not to eat certain foods, who we would listen to and why. 	<ul style="list-style-type: none"> • To know and describe some of the things Jews do to show respect to God. • To identify how it would feel to keep Kashrut. 	<p>Passover</p> <p>Beliefs</p> <p>Behaviour</p> <p>Respect</p>