



Subject	NC Objective	Skills	Knowledge	Vocabulary																								
Science (Living things and their habitats)	<ul style="list-style-type: none"> 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. 	<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. 	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.	<table border="0"> <tr> <td>Bird</td> <td>nutrition</td> </tr> <tr> <td>fish</td> <td>gestation</td> </tr> <tr> <td>amphibian</td> <td>birth</td> </tr> <tr> <td>reptile</td> <td>fertilization</td> </tr> <tr> <td>mammal</td> <td>germination</td> </tr> <tr> <td>invertebrate</td> <td>pollination</td> </tr> <tr> <td>carnivore</td> <td>seed dispersal</td> </tr> <tr> <td>herbivore</td> <td>predator</td> </tr> <tr> <td>omnivore</td> <td>prey</td> </tr> <tr> <td>life cycle</td> <td>respiration</td> </tr> <tr> <td>reproduction</td> <td>sensitivity</td> </tr> <tr> <td>movement</td> <td>growth</td> </tr> </table>	Bird	nutrition	fish	gestation	amphibian	birth	reptile	fertilization	mammal	germination	invertebrate	pollination	carnivore	seed dispersal	herbivore	predator	omnivore	prey	life cycle	respiration	reproduction	sensitivity	movement	growth
Bird	nutrition																											
fish	gestation																											
amphibian	birth																											
reptile	fertilization																											
mammal	germination																											
invertebrate	pollination																											
carnivore	seed dispersal																											
herbivore	predator																											
omnivore	prey																											
life cycle	respiration																											
reproduction	sensitivity																											
movement	growth																											
History (World War II)	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WWII) 	<p>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.</p>	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.	<table border="0"> <tr> <td>War</td> <td>Spitfires</td> </tr> <tr> <td>Bomb</td> <td>Rationing</td> </tr> <tr> <td>Army</td> <td>Blitz</td> </tr> <tr> <td>Medal</td> <td>Evacuee</td> </tr> <tr> <td>Neville Chamberlain</td> <td>Gas mask</td> </tr> <tr> <td>Tank</td> <td>Nazi</td> </tr> <tr> <td>Battle</td> <td>Shelter</td> </tr> <tr> <td>Rifle</td> <td>Anderson shelter</td> </tr> <tr> <td>Prisoner</td> <td>Shrapnel</td> </tr> <tr> <td>Gas mask</td> <td>Troops</td> </tr> <tr> <td>Anderson shelter</td> <td></td> </tr> <tr> <td>Adolf Hitler</td> <td></td> </tr> </table>	War	Spitfires	Bomb	Rationing	Army	Blitz	Medal	Evacuee	Neville Chamberlain	Gas mask	Tank	Nazi	Battle	Shelter	Rifle	Anderson shelter	Prisoner	Shrapnel	Gas mask	Troops	Anderson shelter		Adolf Hitler	
War	Spitfires																											
Bomb	Rationing																											
Army	Blitz																											
Medal	Evacuee																											
Neville Chamberlain	Gas mask																											
Tank	Nazi																											
Battle	Shelter																											
Rifle	Anderson shelter																											
Prisoner	Shrapnel																											
Gas mask	Troops																											
Anderson shelter																												
Adolf Hitler																												



Subject	NC Objective	Skills	Knowledge	Vocabulary	
Geography	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 	<p>I can name and locate the main cities, countries, rivers linked to WW2.</p> <p>I can name the main lines of latitude and meridian of longitude when describing where places are.</p>	<p>Map Germany Italy Japan Britain France Australia Latitude Longitude Equator Grid reference</p>	
Art (Drawing techniques, Henry Moore).	<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 [for example, pencil, charcoal, paint, clay] to create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> 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. 	<p>I know who Henry Moore is and how he links to WW2.</p> <p>I can use different shades of pencils to create different tones and lines.</p> <p>I know how to blend, smudge and use lines to emphasise specific areas.</p>	<p>Shade Tone Line Henry Moore Blending Smudging Cross hatching</p>	
DT (Cooking)	<ul style="list-style-type: none"> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	<ul style="list-style-type: none"> 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. 	<p>I know how to use a knife safely to chop ingredients.</p> <p>I can weigh out ingredients accurately according to the recipe.</p> <p>I can explain how to prepare food safely and hygienically.</p>	<p>Hygiene Safety Ingredients Roasting Frying</p>	<p>Baking Cooking Scales Grams</p>
Computing (E-safety) (Multimedia)	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 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 	<ul style="list-style-type: none"> Use technology safely, responsibly and educate others about it. Prepare and present information in a range of forms using ICT. 	<p>To create and agree to a class set of internet rules based on personal responsibilities.</p> <p>To understand what cyberbullying is and how to report it.</p> <p>Consider what makes a presentation interesting Design a presentation to persuade an audience about a particular viewpoint or argument</p> <p>Compare two presentation tools</p> <p>Make a presentation on a topic to support learning</p>	<p>Cyber bullying e-safety digital citizenship technology sharing personal information social media chat room direct messaging</p>	<p>text messaging notifications "red button" Present Audience Purpose Tools</p>



Subject	NC Objective	Skills	Knowledge	Vocabulary																																
Music	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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. 	<p>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.</p>	<p>Major keys Minor keys Lyrics Performance Rhythm Beat Tempo</p>																																
French	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>Know determiners (<i>le, la, les</i>) and quantifiers (<i>de, des</i> 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)</p>	<table border="0"> <tr> <td>Le</td> <td>Douze</td> </tr> <tr> <td>La</td> <td>Treize</td> </tr> <tr> <td>Les</td> <td>Quatorze</td> </tr> <tr> <td>De</td> <td>Quinze</td> </tr> <tr> <td>Des</td> <td>Seize</td> </tr> <tr> <td>Un</td> <td>dix-sept</td> </tr> <tr> <td>Deux</td> <td>dix-huit</td> </tr> <tr> <td>Trois</td> <td>dix-neuf</td> </tr> <tr> <td>Quatre</td> <td>vingt</td> </tr> <tr> <td>Cinq</td> <td>un supermarche</td> </tr> <tr> <td>Six</td> <td>une boulangerie</td> </tr> <tr> <td>Sept</td> <td>une pharmacie</td> </tr> <tr> <td>Huit</td> <td>un bureau de poste</td> </tr> <tr> <td>Neuf</td> <td>le matin</td> </tr> <tr> <td>Dix</td> <td>l'après-midi</td> </tr> <tr> <td>Onze</td> <td>le soir</td> </tr> </table>	Le	Douze	La	Treize	Les	Quatorze	De	Quinze	Des	Seize	Un	dix-sept	Deux	dix-huit	Trois	dix-neuf	Quatre	vingt	Cinq	un supermarche	Six	une boulangerie	Sept	une pharmacie	Huit	un bureau de poste	Neuf	le matin	Dix	l'après-midi	Onze	le soir
Le	Douze																																			
La	Treize																																			
Les	Quatorze																																			
De	Quinze																																			
Des	Seize																																			
Un	dix-sept																																			
Deux	dix-huit																																			
Trois	dix-neuf																																			
Quatre	vingt																																			
Cinq	un supermarche																																			
Six	une boulangerie																																			
Sept	une pharmacie																																			
Huit	un bureau de poste																																			
Neuf	le matin																																			
Dix	l'après-midi																																			
Onze	le soir																																			



Subject	NC Objective	Skills	Knowledge	Vocabulary	
RE (Hinduism)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<p>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.</p>	Family Extended family Hindu Hinduism Value Elders	Respect Puja Celebration Diwali
PSHE	<p><u>Being me in my world</u> 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.</p> <p><u>Celebrating Differences</u> 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.</p>		<p>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. 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.</p>	Challenge Goal Right Responsibility Respect Ownership Empathy British citizen Race Racism Culture Equality Regardless Bullying Anti-bullying Conflict Appreciate Happiness Empathy	British values Democracy Consequences Rewards Impact Participate Respect Problem solving Solution Attitude