



Subject	NC Objective	Skills	Knowledge	Vocabulary
<p>Science</p>	<ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision taking repeat readings when appropriate.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</p>	<p>The circulatory system is made up of the heart, blood vessels and blood.</p> <p>The function of the heart is to pump blood around the body.</p> <p>Blood is carried to the lungs to be oxygenated and then to the heart to be pumped around the body.</p> <p>Arteries carry oxygenated blood away from the heart.</p> <p>Veins carry de-oxygenated blood towards the heart.</p> <p>I know how diet, drugs, exercise and alcohol can affect the way in which the body functions.</p> <p>I know how nutrients and water are transported within animals.</p> <p>Assessment Name the main parts of the human circulatory system. How does blood travel around the body? How are nutrients and water transported around animals? Identify ways in which diet, exercise, drugs and lifestyle impact a person's body.</p>	<p>Circulatory system heart blood vessel veins capillaries lungs oxygenated de-oxygenated respiration pulse ventricle aorta atrium arteries oxygen carbon dioxide diet exercise drugs alcohol nicotine tar legal illegal impact</p> <p>prediction equipment measure accurate reliable aim purpose method fair test control variable independent variable dependent variable relationship trend conclusion evaluation</p>



Subject	NC Objective	Skills	Knowledge	Vocabulary	
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<p>Chronological understanding</p> <p>Uses timelines to place events, periods and cultural movements from around the world. Names date of any significant event studied from past and place it correctly on a timeline.</p> <p>Knowledge and understanding</p> <p>Chooses reliable sources of factual evidence to describe findings. Describes how some changes affect life today.</p> <p>Historical enquiry</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Organisation and communication</p> <p>Presents information in an organised and clearly structured way. Makes use of different ways of presenting information.</p>	<p>Shakespeare was allegedly born on the 23rd Of April 1564 in Stratford-Upon-Avon. He died on April 23rd 1616. Shakespeare is known for his impact on English Literature as he was a playwright, a poet and an actor. Elizabethan theatre was a popular past time for both rich and poor citizens. The most renowned theatre 'The Globe' was made for Shakespeare's company The Lord Chamberlain's Men. The Globe Theatre was destroyed by fire on 29 June 1613. Shakespeare's plays continue to be well-read and performed in today's society. Know key events within the life of William Shakespeare. Know some of his plays.</p> <p>Assessment</p> <p>Who was William Shakespeare? What was life like in the time of William Shakespeare? What was Elizabethan theatre like? What happened to the Globe Theatre? What impact does William Shakespeare still have on the world today?</p>	<p>Tudor Elizabethan Era Period Renaissance Monarch Reign Significant Date Source Timeline Chronological William Shakespeare Anne Hathaway Globe Theatre Wooden O Groundlings Tragedy</p>	<p>Comedy Historical Bard Playwright Sonnet Iambic Pentameter Lord Chamberlains Men Royal Shakespeare Company Literature Lifespan 1564 – 1616 Stratford-Upon-Avon Impact</p>



Subject	NC Objective	Skills	Knowledge	Vocabulary
<p>Geography</p>	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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 describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.</p> <p>Use the web and satellite mapping tools to find out and present geographical information about a place.</p> <p>Present findings both graphically and in writing using appropriate vocabulary.</p>	<p>I can locate Stratford and London on a map/ digital mapping.</p> <p>I can identify human and physical characteristics of both Stratford and London, comparing them.</p> <p>I can identify ways in which London has changed from the Elizabethan era to now.</p> <p>Assessment Using digital mapping, locate Stratford-Upon-Avon and London. Identify both human and physical geography characteristics of London and Stratford. Explain how the geography of London has changed over time, giving reasons why. To produce a scaled map of the UK, position London, Stratford-upon-Avon and Middlesbrough.</p>	<p>Stratford-upon-Avon London Atlas Globe Digital Mapping Locate Town City Region Thames Avon OS Grid reference</p>
<p>Art</p>	<ul style="list-style-type: none"> about great artists, architects and designers in history. 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] 	<p>Use the work of artists to replicate ideas or inspire own work.</p> <p>Use sketchbooks to record drawings from observation. Experiment with different tones using graded pencils. Include increased detail within work.</p>	<p>Theo Crosby was the architect behind the reconstruction of the Globe Theatre. Crosby researched for 17 years to ensure his replica was true to the original. A portrait should show an awareness of proportion. The light on a portrait affects the shade. Apply different amounts of pressure on a pencil will cause different shades.</p> <p>Assessment Who was the architect behind the reconstruction of the Globe? Can the child use a range of sketching techniques to draw a portrait of William Shakespeare?</p>	<p>Architect Theo Crosby Reconstruction Replica Model Design Structure Sketch Shade Light Detail Proportion Spacing Portrait</p>



Subject	NC Objective	Skills	Knowledge	Vocabulary
DT	<p>Design</p> <p>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>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make</p> <ul style="list-style-type: none"> ▪ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world 	<p>Plan and communicate ideas</p> <p>Communicate their ideas through detailed labelled drawings, annotated sketches, exploded diagrams, Sketch or model alternative ideas. Develop a design specification. Explore develop and communicate aspects of their design proposals by model-ling their ideas in a variety of ways e.g. prototypes and pattern pieces. Plan the order of their work choosing appropriate materials tools and techniques. Consider costs and availability of materials.</p> <p>Make (technical knowledge)</p> <p>Select appropriate tools, materials, components and techniques. Assemble components to make working models. Use tools safely and accurately. Construct products using permanent joining techniques Assemble components and make working models. Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along. Achieve a quality product.</p> <p>Evaluate</p> <p>Evaluate their products identifying strengths and areas for development and carrying out appropriate tests. Evaluate against their original criteria and suggest ways that their product could be improved.</p>	<p>The Globe Theatre was reconstructed after being destroyed by a fire. Understand the role of a replica building. Identify ways in which they could achieve a multi-story structure.</p> <p>Follow the planning, making and evaluating method of working to create a replica of The Globe Theatre.</p> <p>Assessment</p> <p>Can the child plan thoroughly with annotated diagrams and alternative ideas? Can the child create their own design specification? Can the child select appropriate materials for their replica? Can the child make modifications as they go? Can the child evaluate their product?</p>	<p>Design Plan Model Criteria/Specification Scale Annotate Material Construct Assemble Replica Interior Exterior Amphitheatre Stories Stage</p>



Subject	NC Objective	Skills	Knowledge	Vocabulary	
Computing	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Use technology safely, responsibly and educate others about it.</p> <p>Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Appreciate how results are selected and ranked and be discerning in evaluating digital content.</p>	<p>I understand what it means to be a digital citizen. I can recognise acceptable and unacceptable behaviour online.</p> <p>I know how to report concerns and the importance of talking to a trusted adult about anything that upsets me.</p> <p>I know results and ranked and can be critical of reputable sources of information on the internet.</p> <p>Assessment Can the child discuss the difference between acceptable and unacceptable online behaviour? Can the child identify ways to report any unacceptable online behaviour? Can the child discuss how results are ranked and discuss reputable sources of information?</p>	<p>Online Click-bait Safety self-image Citizen cyber-bullying Digital privacy Resilience ownership Social Media copyright CEOP Acceptable/unacceptable</p>	<p>Report security Block ownership Concern Source Reputable Reliable Sharing Fake News</p>
Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 	<p>Performing (singing/playing): Take the lead in performances and provide suggestions to others.</p> <p>Improvising and experimenting: Compose a piece of music based on a theme. Describe how music can be used to create expressive effects and convey emotion.</p> <p>Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre and duration.</p> <p>Listening, developing knowledge and understanding: Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</p>	<p>Use Garage Band layering different instruments to compose a piece of music based on a Shakespeare Play.</p> <p>Assessment Can the child use Garage Band to create music to accompany a rap? Can the child write lyrics? Can the child perform their music in front of a group?</p>	<p>Compose Theme Rhythm Lyrics Melody Tempo Verse Chorus Track</p>	<p>Loop Mixing Pan Time Signature Metronome Chords Major Minor</p>
French	<p>N/A French is taught alternatively with RE French Autumn 2</p>				



Subject	NC Objective	Skills	Knowledge	Vocabulary
PE	<ul style="list-style-type: none"> To choose, combine and perform skills more fluently and effectively. To understand, choose and apply a range of tactics and strategies for defence and attack. To use these tactics and strategies more consistently in similar games. To understand why exercise is good for their fitness, health and wellbeing. To understand the need to prepare properly for games. To develop their ability to evaluate their own and others work, and to suggest ways to improve. 	<p>Use tactics effectively to plan my approach for attacking and defending in a range of invasion games.</p> <p>Show control and sportsmanship in victory and congratulations in defeat, ensuring reflection is taken on how to improve for next time.</p>	<p>I can combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>I can perform skills with greater speed.</p> <p>I can choose when to pass or dribble, so that they keep possession and make progress towards the goal.</p> <p>I can use attacking and defending skills appropriately in games.</p> <p>I can choose and use different formations to suit the needs of the game.</p> <p>I know the importance of being fit, and what types of fitness are most important for games.</p> <p>I understand how playing games can contribute to a healthy lifestyle.</p> <p>I can recognise and describe the best points in an individuals and teams performance.</p> <p>I can identify aspects of their own and others performances that need improvement, and suggest how to improve them.</p> <p>Assessment</p> <p>Can the child combine skills to support their team?</p> <p>Can the child use a range of defence and attacking strategies during games?</p> <p>Does the child understand the importance of a healthy lifestyle?</p> <p>Can the child evaluate their own and the team's performance?</p>	<p>Tag-Rugby</p> <p>Dribble</p> <p>Pass</p> <p>Score</p> <p>Defend</p> <p>Attack</p> <p>Strategy</p> <p>Sportsmanship</p> <p>Discs</p> <p>Bibs</p> <p>Evaluate</p> <p>Feedback</p> <p>Stamina</p> <p>Resilience</p> <p>Formation</p>

