Subject	NC Objective	Skills	Knowledge	Vocabulary
Science	• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics.	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	I can classify living things into groups. I can observe the characteristics of a living thing in order to classify it. I can find similarities and differences between different living things. I can explain why I have chosen to classify plants and animals based on their specific characteristics.	Classification, binomial, kingdom (phylum, class, order, family, genus, species), vertebrate, invertebrate, microorganisms, bacteria, fungi, virus, classification characteristics (various), spider/number key, diversity, variation
	• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary.	I can explain how the voltage and the number of cells in a circuit can affect the brightness of a lamp or the volume of a buzzer. I know how to compare and give reasons for variations in how bulbs, buzzers and switches function within a circuit. I know the symbols that represent the different components within a diagram of a circuit.	Light source, luminous, non-luminous, energy, absorbed, reflected, transmitted, scattered, shiny, opaque, reflective, transparent, translucent, image, plane, concave, convex, mirror, shadow.
History	• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – 21st century technological advancements	Describes how aspects of life in the 21st century are shaped/ impacted by past events. Presents information in an organised and clearly structured way. Makes use of different ways of presenting information.	To understand how computer science revolutionized the world we live in. To understand the work of key individuals including Bill Gates, Steve Jobbs and other key figures. To identify ways in which technology has advanced throughout the 21st century and how these inventions have impacted our world. Assessment: I can describe how the consequences of a past event affects life today. I can present accurate information about the past in a structured way making use of different media.	Technology Advance Change Contrast Develop Impact Present Audience Purpose
Geography	Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts,	Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.	I know the difference between human and physical geography. I can explain how different climate zones, biomes and vegetation belts can affect different areas.	Climate zone climate change temperature weather

	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	Describe how climate, ecology and people are effected by cold, and describe the freezing and thawing processes.	I can explain how cold can affect people, climate and ecology. I can explain the process of both freezing and thawing. **Assessment:** Describe how physical and human process can lead to similarities/differences in the environments of places and in the lives of people who live there. Describe how climate, ecology and people are affected by cold and describe the freezing and thawing process.	conditions biomes ecosystem vegetation freezing thawing human physical settlement natural resources economic activity
Art	• 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] • about great artists, architects and designers in history.	Investigate different styles of art Use a range of variety of mediums to create art work in different styles	To investigate the style of pointillism, identifying the features of pointillism work. To know how to use charcoal to create different effects in their art work. **Assessment:** Include increased detail within work Investigate different styles of art	Pointillism Seurat Watercolour Charcoal Preliminary sketching Effect Evaluate
DT	• 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	Communicate their ideas though detailed labelled drawings, annotated sketches, exploded diagrams, Select appropriate tools, materials, components and techniques. Make modifications as they go along. Achieve a quality product	I can create a diagram with labels. I can annotate my sketches and exploded diagrams to further explain my ideas. I can follow my diagram in order to create quality product. **Assessment:** Communicate their ideas through detailed labelled drawings, annotated sketches and exploded diagrams. Achieve a quality product	Diagram Sketch Annotation Exploding diagram Purpose Product Modification Tools Material
Computing	• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Can write a code that detects the distance and angle of a drag and uses these values to set the parameters for how an object moves.	How does the internet work? How are devices linked through a network? How is information and multi-media transmitted? To create a code which can detect distance and angle. **Assessment:** Can understand computer networks including the internet; how they can provide multiple services, such	Internet Smart technology Ethernet wireless connection Device Router Network Broadband Data Operating system Server and Client

	• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		as the world wide web; and the opportunities they offer for communication and collaboration Can write a code that detects the distance and angle of a drag and uses these values to set the parameters for how an object moves.	Service Connection World wide web Transmitted Hard drive Switch Hub Scratch Programming Algorithm Debug Coding Errors Detect Block Recognise Input Output Parameter Variable Repetition Formula
Music	• use and understand staff and other musical notations • improvise and compose music for a range of purposes using the inter-related dimensions of music	Understand and use unconventional notation when composing. Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre and duration.	How every-day items can be used as an instrument. To know how to develop sequenced rhythmic patterns through their musical score. **Assessment:** I can understand and use unconventional notation when composing. I can create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre and duration.	Score Composition 21st Century music Rhythms Timbre Duration Varied instrumentation Unconventional Pitch Untuned Ensemble
French	• 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*	Describe people, places, objects and actions orally, then apply to writing. Perform and present information individually to an audience.	To know vocabulary for occupations To know vocabulary for rooms **Assessment:** Present oral work audibly and clearly, with good pronunciation and use of expression. Know words for occupations and rooms in a house, using in conversation and writing.	

PE	- perform dances using a range of movement patterns - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Refine my dances with style and artistic intention, choosing my own steps to match the mood of the music. Link and adapt actions together into a well-timed sequence which is very controlled. Use a range of shots and strokes to hit a ball, including on the volley, varying the pace of the shot whilst ensuring accuracy. Strike a ball in a variety of ways into space and bowl accurately to an opponent whilst having a positive influence on my team.	How to compose a dance routine. I can use a variety of techniques to control the ball for my advantage. **Assessment:** Compose and perform dance phrases with clarity and sensitivity, recognising how costume, music and set can contribute to a performance. Vary the speed, height and direction of a returned ball, hitting it into open space to make it difficult for an opponent in net and wall games.	
PSHE	**Dreams and Goals** Stay Motivated when doing something challenging Keep trying when it is difficult Working with a partner or in a group Have a positive attitude Support others in achieving their goals Work hard to achieve your own dreams and goals **Healthy Me** Making healthy choices Eating a balanced diet Being physically active Keeping yourself and others safe Healthy Friendships Keeping calm with difficult situations		I know how to stay motivated when faced with challenging situations. I can think of strategies to support with perseverance. I know the importance of having a positive attitude. I can identify lifestyle factors which impact both positively and negatively on health. I understand the importance of moderation. I understand health can be both physical and mental. **Assessment:** To describe some ways in which I can work with other people to make the world a better place. To evaluate when alcohol is being used responsibly, anti-socially or being misused.	Goal Dream Motivation Stamina Positive Achieve Health Balance Moderation Exercise Safe Relationship Socially-responsible Misuse
RE	**Theme:** Belief and Meaning **Concept:** Salvation **Key Question:** Is anything ever eternal? **Religion:** Christianity **Theme:** Easter **Concept:** Salvation and Gospel **Key Question: Is Christianity still as strong religion 2000 years after Jesus was on Earth?** **Religion:** Christianity	Beliefs, teachings and sources Meaning, purpose and truth We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this. We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.	I know what Christians believe regarding the concept of salvation. I know the importance of Easter to Christians. I know how Christianity has changed over time. **Assessment:** I can make links between different Christian beliefs and reflect on whether I feel anything is ever eternal. I can give my opinion as to whether Christianity is a strong religion today and say why I think this.	Eternal Resurrection Afterlife Heaven Parable Humanist Salvation Ten Commandments Symbols Charities Festivals Worship