

Science:

Working Scientifically :

Skills: Ask relevant questions; set up simple, practical enquiries and comparative and fair tests; record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.

Rocks:

Skills: Compare & group different kinds of rocks on the basis of their appearance & some physical properties; describe in simple terms how fossils are formed when things that have lived are trapped within rock; recognise that soils are made from rocks and organic matter.

Light:

Skills: Recognise that they need light in order to see things and that dark is the absence of light; notice that light is reflected from surface; recognise that light from the sun can be dangerous and that there are ways to protect their eyes; recognise that shadows are formed when the light from a source is blocked and find patterns

Humanities:

History:

Skills: Use evidence to ask questions and find answers about the past; describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

Stone Age to Iron Age:

Skills: Understand changes in Britain from Stone Age to the Iron Age including late Neolithic hunter-gathers and early farmers; Bronze Age religion, technology and travel and Iron Age hill forts.

Romans:

Skills: Understand the Roman Empire and its impact on Britain including: Julius Caesar's attempted invasion in 55-54BC; the Roman Empire by AD42 and the power of its army; successful invasion by Claudius and conquest of Hadrian's Wall; British resistance (Boudica) and Romanisation of Britain (sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity).

Geography:

Skills: Name and locate places relevant to the History topic in the UK and Europe (Italy). Ask and answer geographical questions about the physical and human characteristics of a location.

French:

Getting to Know You

Skills: Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary. Write a few short sentences using familiar expressions.

English:

'Stone Age Boy' by Satoshi Kitamura and 'Escape From Pompeii' by Christina Balit.

Writing:

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; proof read for spelling and punctuation errors.

Fiction: creating settings character and plot.

Non-fiction: using simple organisational devices e.g. headings and sub-headings.

Reading:

Retrieve and record information from non-fiction; draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Discover



BACK TO THE FUTURE



PHSE:

New Beginnings:

Key skills: Keep trying after a first attempt; push past fears and reflect upon the emotions felt afterwards; listen to others, showing attention; think of the effect of behaviour on others before acting; describe the points of view of others; find alternative ways if the first attempt does not work.

Computing:

E-Safety Awareness:

Skills: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about contact.

Internet Research & Communication:

Skills: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

PE:

Football, Hockey & Cricket:

Skills: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending; develop and understanding of how to evaluate and recognise their own success.

Gymnastics:

Skills: Develop flexibility, strength, technique, control and balance; perform sequences using a range of movement patterns.

Maths:

Place Value:

Skills: count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number; recognise and understand the place value of each digit in a three-digit number (hundreds, tens, ones) using different representations. Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.

Addition and Subtraction:

Key Skills: add and subtract numbers mentally; add and subtract numbers with up to 3-digits, using formal written methods; estimate the answer to a calculation using the inverse operations; solve problems, including missing number problems, using number facts, PV, and more complex addition and subtraction.

DT:

Skills: Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Refine work and techniques as work progresses, continually evaluating the product design. To identify and be inspired by design throughout history.

Art:

Artists: Julian Opie. Henry Moore. Giacometti, Vivienne Westwood

Skills: To improve mastery of art and design techniques, including drawing. To improve their mastery of art and design techniques in the context of making 3D models.

Replicate some of the techniques used by notable artists, artisans and designers.



RE:

Buddhism:

Skills: To recognise the key teachings and beliefs of a religion. Identify religious symbolism in literature and the arts. Show an understanding that personal experiences and feelings influence attitudes and actions. Explain how beliefs about right and wrong affect people's behaviour.

Music:

Skills: Show control of voice. Play notes on an instrument with care so that they are clear. Create repeated patterns with a range of instruments. Devise non-standard symbols to indicate when to play and rest.

