



## Half termly Curriculum Coverage Autumn 2 2017-2018

Subject	Objectives	Subject	Objectives
<b>Science</b>	<p style="text-align: center;"><b><u>Working Scientifically</u></b></p> <p><i>Planning different types of scientific enquiries to answer questions including recognising variables where necessary.</i></p> <p><i>Taking measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate.</i></p> <p><i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.</i></p> <p><i>Using test results to make predictions to set up further comparative and fair tests.</i></p> <p><i>Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of results, in oral and written forms such as displays and other presentations.</i></p> <p><i>Identifying scientific evidence that has been used to support or refute ideas or arguments</i></p> <p style="text-align: center;"><b><u>Light</u></b></p> <p><i>Recognise that light appears to travel in straight lines</i></p> <p><i>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</i></p> <p><i>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</i></p> <p><i>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</i></p>	<b>Art</b>	<p>The children will be exploring the work of Paul Klee. They will explore lines, textures and colours while reproducing parts of Klee's work. The children will then produce their own designs.</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Produce intricate patterns and textures in a malleable media. Use different techniques, colours and textures when designing and making pieces of work and explain their choices. Create intricate printing patterns by simplifying and modifying sketchbook designs.</p> <p>Apply their knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities</p>
<b>History</b>	<p style="text-align: center;"><b><u>Crime and Punishment</u></b></p> <p><i>Have a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they have studied. Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</i></p> <p><i>Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (by learning about the legacy of Roman, Tudor and Victorian crime and punishment on the current legal system in Britain.)</i></p> <p><i>Use evidence to support arguments as well as address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance (by learning about the Anglo-Saxon legal system and how it is similar and different to both the Roman system and the modern legal system in Britain.)</i></p> <p><i>Use of a variety of sources for independent research and construct informed responses that involve thoughtful selection and organisation of relevant historical information (by finding out about Dick Turpin through studying various historical sources from the 18th and 19th century.)</i></p>	<b>French</b>	<p><i>As part of their continued work on the RIGOLO French Language scheme, the children will continue to engage in longer conversations, asking for clarification when necessary. They will create their own sentences using knowledge of basic sentence structure and use pronunciation and intonation effectively to accurately express meaning and engage an audience. The children will be introduced to and understand longer and more challenging texts on a range of topic areas. They will read aloud and understand a short text containing unfamiliar words, using accurate pronunciation. Children will use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words as well as write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.</i></p>



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<b>Computing</b>	<p>Children can select, use and combine a range of <b>programs</b> on multiple devices.</p> <p>Children can choose for themselves from a range of available <b>programs</b> on laptops, tablets or cloud-based services to achieve particular goals. Podcasting</p> <p>Children can make use of a range of search engines appropriate to finding information that is required.</p> <p>Children can show that they can use effectively a range of different search technologies, including alternatives to Google (such as Bing or Yahoo) and site-specific search engines (such as those for the App Store or Google Play).</p> <p>Children can appreciate that search engines rank pages based on the number and quality of in-bound links.</p>	<b>PSHE / RE</b>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>Children can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p> <p>Children will consider What is the best way for a Muslim to show commitment to God and whether religious people lead better lives. Children will discuss whether all religious beliefs influence people to behave well towards others.</p> <p>Children will consider how Muslims show a commitment to God, what the 5 Pillars of Islam represent as well as carrying out the Salat Prayer Ritual. They will explain what 'Zakah' is and why it is important to Muslims as well as discussing whether giving to charity is good. Finally children will look at why Muslims fast during Sawm and why Muslims go on pilgrimage to Makkah</p>
<b>Music</b>	<i>Confirm with Mrs Gittins</i>	<b>PE</b>	<p style="text-align: center;"><i>As part of their Gymnastics and Dance lessons, children will:</i></p> <p style="text-align: center;"><i>Choreograph creative and imaginative dance sequences independently and in a group.</i></p> <p style="text-align: center;"><i>Choreograph and perform more complex sequences and demonstrate a consistent theme throughout a dance.</i></p> <p><i>Children will also continue to follow the Real PE Curriculum with this half terms focus being 'Physical.' This will explore the impact of exercise on a person's body.</i></p>