

Termly Curriculum Coverage Spring 2017

Subject

Objectives

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Science

Working Scientifically

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

Using test results to make predictions to set up further comparative and fair tests

Reporting and presenting 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

Materials and their properties

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Demonstrate that dissolving, mixing and changes of state are reversible changes

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

To create sketch books to record their observations and use them to review and revisit ideas

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]

Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.

Evaluate his/her work against their intended outcome. Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.

Mix colours to express mood, divide foreground from background or demonstrate tones

Experiment with using layers and overlays to create new colours/textures.

D&T

Create prototypes to show his/her ideas

Make careful and precise measurements so that joins, holes and openings are in exactly the right place

Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques

Geography

Children are able to use the eight points of a compass, four figure grid references, symbols to build their knowledge of the United Kingdom and the wider world. They are starting to use fieldwork to observe, measure, record and present the human and physical features in the local presenting their work through sketches graphs, and digital technologies

know location of: capital cities of countries of British Isles and U.K.

Art

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Computing

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
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
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
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

History

use dates to order and place events on a timeline.
give some reasons for some important historical events and make comparisons between aspects of periods of history and the present day. They will understand that the type of information available depends on the period of time studied and will be able to evaluate the usefulness of a variety of sources.
compare sources of information available for the study of different times in the past and present their findings and communicate knowledge and understanding in different ways. They are able to provide an account of a historical event based on more than one source.

RE

to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.
COMMUNICATE: *Pupils can describe/explain their own responses to the concept*
APPLY: *Pupils can describe/explain examples of how their responses to the concept can be applied in their own lives and the lives of others*
ENQUIRE : *Pupils can describe/explain key concepts that are common to many religions and used in the study of religion*
CONTEXTUALISE: *Pupils can describe/explain how these concepts are contextualised within some of the beliefs and practices of the religion studied*
EVALUATE: *Pupils can describe/explain their values to believers, by identifying and describing some issues they raise.*

PSHE

Children will understand their rights and responsibilities within school and outside in society – using Go Givers.
Children will learn about the work of Nelson Mandela.
Children will learn about sustainable development & how we can live sustainably, through practical activities.



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MUSIC

Play and perform in solo and ensemble contexts, using his/her voice 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

Use and understand staff and other musical notations

PE

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Developing flexibility, strength, technique, control and balance.

Perform a range of gymnastic actions with consistency, fluency and clarity of movement.

Show body tension and extension and good weight transference when performing.

Combine dynamics when making sequences using change of speed, level and direction.

Swimming: swim competently, confidently and proficiently over a distance of at least 25 m.

Use a range of strokes effectively.

Perform safe self rescue in different water based situations.

Fench

Children will learn to greet people and give personal information

They will learn to ask and talk about brothers and sisters

They will be able to say what people have and have not using 3rd person avoir

They will be able to give descriptions of people using 3rd person être including the negative