

Subject	Skills	Knowledge	Vocabulary
Science -	<ul style="list-style-type: none"> • Use science experiences to explore ideas and raise different kinds of questions • Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas • Use oral and written forms such as displays and other presentations to report conclusions • Talk about how scientific ideas have developed over time • Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns 	<ul style="list-style-type: none"> • Describe the movement of the Earth and other planets relative to the sun in the solar system. • Describe the movement of the moon relative to the Earth. • Describe the sun, Earth and moon as approximately spherical bodies. – <i>link to history and significant people i.e. Ancient Greek Astronomers prove the earth spherical through observations</i> • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <i>Link to geography latitude/longitude.Link to history and significant people i.e. Ancient Greek Astronomers</i> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 	<ul style="list-style-type: none"> • Star • Planet • Orbit • Rotate • Axis • Mercury • Earth • Mars • Venus • Sphere • Jupiter • Saturn • Uranus • Neptune • Pluto
Geography	<ul style="list-style-type: none"> • Not in Autumn 		
History	<ul style="list-style-type: none"> - To answer questions about the past selecting information from a wide range of sources. - Identify different ways in which people have represented and interpreted the past. - Ask and answer questions about an archaeological site. - Talk about and give reasons for an event being interpreted in a range of different ways 	<ul style="list-style-type: none"> - What was life like for the ancient Greeks? How can we find out about it? - Use primary sources of information and their reliability/interpretation. - How has Ancient Greece shaped the western world? Architecture, literature, learning, philosophy, school life etc. - How has ancient Greece influenced us? - Look at links to modern politics, stories etc. 	<ul style="list-style-type: none"> • Archaeology • Frieze • Myth • Legend • Zeus • Poseidon • Hera • Athena • Chronological

	<ul style="list-style-type: none"> - Describe the key characteristics and features of a range of different periods of history. - To place civilisations and events on a timeline showing an understanding of the terms BC and AD. - compare to other historical times covered (e.g. Egyptians, Romans etc) - Describe changes that have taken place within and across historical periods. 	<ul style="list-style-type: none"> - What do artefacts tell us about what life was like in Ancient Greece? 	<ul style="list-style-type: none"> • conquer
RE –	<ul style="list-style-type: none"> • Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. 	<ul style="list-style-type: none"> • Explore Hindu ideas of karma Consider some Hindu values and how they make a difference to Hindu life, individually and in community, • Find out about some ways in which Hindus make a difference in the world-wide community. How does a Hindu way of life guide them in how they live? • Give an accurate written definition of atman. • Make clear connections between a Hindu story and what it teaches about life. • Give accurate written definitions of karma, samsara and moksha. • Use my understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important. 	<ul style="list-style-type: none"> Brahman Dharma Karma Samsara Moksha Mahabharata Atman Ahimsa Reincarnation Namaste
DT –	<ul style="list-style-type: none"> • I can develop a design specification. • I can develop construction ideas by considering the needs of users. • I can sketch and work with technical components. • I can mark, measure and join materials with increasing accuracy. • I can use a variety of tools with precision and care. • I can plan the order of work, choosing appropriate materials, tools and techniques 	<ul style="list-style-type: none"> • Generate plans and designs based on research and ideas that take account of the user's views and the intended purpose. • Produce detailed designs and plans (including exploded diagrams) using prototypes, commentary and diagrams that include accurate measurements • Select and use tools and equipment to measure mark out and shape materials and components accurately 	<ul style="list-style-type: none"> durability practicality appearance leather buckles ties seam allowance sole upper insole

		<ul style="list-style-type: none"> Join and combine materials and components in permanent and temporary ways Produce a well finished product that fulfils the functional and aesthetic design criteria. Investigate and use analysis of existing products to inform own work. Identify from a range of key features and functions needed to create an effective and efficient working product Give reasons, supported by factual evidence for the success of aspects of a product. 	<p>heel materials construction</p>
Computing	<ul style="list-style-type: none"> Children can use simplified code to make their programming more efficient. Children can create a simple playable game. Children can plan an algorithm modelling the sequence of traffic lights. Children can select the right images to reflect the simulation they are making. Children can use their plan to program the simulation to work in 2Code. Children can make good attempts to break down their task into smaller achievable steps. 	<ul style="list-style-type: none"> I know how to change inputs on scratch to create different outcomes. I understand the basic input processes on scratch. I know how to use variables in their code. I know who to contact in the event of finding inappropriate/abusive content online. I know how to create a relevant and secure password. I understand what cyber bullying looks like and I know how to report it. 	<p>Action Sound Command Algorithm Scale Block Input Repeat Output Debugging Variable Sequence</p>
Music –	Not in Autumn	•	•
MFL –	<ul style="list-style-type: none"> Recognise some common Spanish verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with puedo Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike 	<ul style="list-style-type: none"> I can name up to five common Spanish verbs/activities. I can also spell up to five of these verbs accurately. I can match up to five verbs/activities to their picture easily, and attempt more if I have time to remind myself of the language first. I can say I am able to do some of these activities in Spanish by using puedo 	<p>Bailar To dance Comer To eat Cantar To sing Beber To drink Cocinar To cook Ver la tele To watch TV Saltar To</p> <p>- Una manzana An apple - Una fresa A strawberry - Un melocotón A peach - Un plátano A banana</p>

		<p>I can repeat and recognise most of the ten fruits in Spanish with their correct article.</p> <ul style="list-style-type: none"> • I can attempt to possibly spell five of these words unaided from memory with good accuracy. • I can ask somebody in Spanish if they like a particular fruit but I may need a reminder of the question first. • I can say in Spanish which of the ten fruits I like and dislike, but I may need a model answer 	<p>jump Escribir To write Hablar To talk Puedo... I am able to... Escuchar To listen</p>	<ul style="list-style-type: none"> - Una cereza A cherry - Una naranja An orange - Una ciruela A plum - Una pera A pear
Art –	<ul style="list-style-type: none"> - Make drawings in a sketchbook and record observations of a range of artefacts and images, annotating the distinctive features. - Collect, examine, select and use resourced materials to inform thinking and contribute to the development of ideas. - To make a range of small studies in a sketchbook using a viewfinder. - To use a wide range of painting techniques to create different effects. - Create free-standing 3D models using different materials. - Shape and form clay to produce a slab pot based on a 3D shape. - Mix and combine different materials and tools to create surface texture and impressions. 	<ul style="list-style-type: none"> - Learn about Betty Woodman who drew inspiration from Greek pots - Collect, examine and use resource materials to inform thinking and develop ideas. - Show an understanding of how artists, designers and craft makers from different cultures and historical periods develop, express and represent ideas. - To know about Ancient Greek pottery designs - Compare to Betty Woodman and her modern pottery that is influenced by ancient Greek style. - To be able to talk about geometric, symmetrical and asymmetrical patterns 	<ul style="list-style-type: none"> • Collapse • 3 Dimensional • Spraying • Stippling • Sponging • Texture • Utensil • Brittle • Slip • Firing 	
PE	<ul style="list-style-type: none"> • Develop a broader range of techniques and skills for attacking and defending. • Develop consistency in their skills. • Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. • Choose and apply skills more consistently in all activities. 	<ul style="list-style-type: none"> • To understand the basic rules of rugby • To know how to improve my own performance • To evaluate my performance • To understand how to use tactics when playing rugby • I know how I can improve at a certain athletics event • I can set myself relevant personal targets. 	<ul style="list-style-type: none"> • Technique, • consistency, • tactical, • performance, • evaluate, • attack, • defence, • exercise, • fitness, • health. 	

	<ul style="list-style-type: none">• Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.• Understand why exercise is good for their fitness, health and wellbeing.• Choose and use information to evaluate their own and others' work.• I can follow the rules of fair play showing respect for others.	<ul style="list-style-type: none">• Suggest improvements in others' performances.	
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