

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school Global Theme	Culture, community and development (identity and association)	Conflict and resolution (relationships and mediation)	Awe and wonder (Intrigue and curiosity)	Integrity, honesty and difference (Appreciation)	Analyse and Evaluate (Exploration, trust and safety)	Changing (Transition)
Theme name and question	Could you survive the Stone Age?	Does light always create a shadow?	What patterns can we find around us?	How did Robert Bakewell change the world of farming?	Is it ever alright to steal? (Robin Hood)	Is it possible to re-use everything?
Curriculum Team focus	Culture and community	Innovation and Enterprise	Creativity and expression	Culture and community	Innovation and Enterprise	Culture and community
Subjects covered across half term	History French Computing Science RE RSHE	History French Computing Science RE RSHE	Art French Computing RE RSHE Science	History Geography RE Computing French RSHE	Science English Computing RE RSHE French History	Geography Music French Art DT
Experiences to support knowledge acquisition	Exploration of artefacts Campfire and survival day	Space centre visit?	Visit to a mosque	Farm trip (stonehurst?)	Residential at beaumanor hall	
Potential Writing outcomes	Diary Instructions Non-chronological report	Poetry Narrative Letter	Narrative Character description Diary Poetry	Newspaper report Non-chronological report Poetry Recount Letter	Diary Explanations Letter	Poetry Instructions Diary Descriptive writing
Grammar objectives	Using adjectives to describe nouns Using commas in lists Using conjunctions to join ideas in longer sentences Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end Use dialogue in narrative	Use apostrophes for contracted forms Use and recognise nouns, adjectives and adjectival phrases Use dialogue in narrative Introduce the idea of a verb	Extend the range of sentences with more than one clause Use and recognise nouns, adjectives and adjectival phrases Use powerful verbs Introduce the idea of tense in verbs	Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end Use and distinguish past and present tense Extend the range of sentences with more than one clause Using adjectives to describe nouns	Using commas in lists Use apostrophes for contracted forms Use and distinguish past and present tense Introduce the idea of tense in verbs	Use and recognise nouns, adjectives and adjectival phrases Using adjectives to describe nouns Use powerful verbs Introduce the idea of tense in verbs
Reading Skills (not objectives)	Summarising Linking sentences	Summarising/Retelling Visualising Connecting	Questioning Predicting Pronoun Tracking	Noun Phrases Conjunctions Determiners Using Clues	Questioning Predicting Summarising	Linking sentences Visualising Connecting
Texts to be used	UG, boy genius of the stone age	The king who banned the dark?	How To Find Gold	The Little Island	Robin Hood and traditional tales	One Plastic Bag? The Tin Forest?
Retrieval opportunities from previous years learning	Dates of the GFoL, WW1 Florence nightingale	The sun is a ball of burning gas (Y2 sci space topic) The movement of shadows throughout the day (Y1 sci) The sun does not move (Y2) The Earth orbits the sun (Y2)	steve brown, artist	What we know about our local area from Rec local walk Y1/2 school mapping		
Maths Objectives	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Measurement: Money	Statistics Measurement: Length and Perimeter	Fractions Time	Geometry - properties of shape Measurement: Mass and capacity

<p>Art Objectives</p>	<p>To know that marks and lines can be made with a wide range of drawing implements (Charcoal, chalk, pastels and paint)</p>		<p>To know who Yayoi-Kusama/ Alma Woodsley Thomas is and how she uses pattern within her works.</p> <p>To know what techniques were used by Paul Jackson to produce his paintings</p> <p>To know the name of secondary colours and which primary colours are used to make a secondary colour eg: red and blue make purple</p> <p>To know different types of paint and their properties (acrylic, oil, water, poster)</p>			<p>To know that fold, crumple, tear and overlap are collage techniques</p> <p>To know that paste resist is a technique where a flour paste is brushed or squeezed onto cotton cloth</p> <p>To know the relief method of painting</p>
<p>Music Objectives</p>	<p>To know rhythm is the long and short patterns over the pulse</p> <p>To know simple structures (phrases)</p> <p>To know that unison is everyone singing at the same time.</p> <p>To know by name a selection of percussion instruments from their sound in recording or play</p>	<p>To know different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>To know how to use graphic notations (symbols) to make a record of compositions.</p> <p>Sally Beamish 'the imagined sound of sun on stone'</p> <p>Haydn 'sun quartets' 1772</p> <p>Strauss 'alpine symphony'</p> <p>Grieg peer gynt 'morning mood'</p>	<p>To know rhythm is the long and short patterns over the pulse</p> <p>To know pitch is high or low notes</p> <p>To know dynamic is variation in loudness</p>	<p>To know different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>To know how to use graphic notations (symbols) to make a record of compositions.</p>	<p>To know by name a selection of percussion instruments from their sound in recording or play</p> <p>To know simple structures (phrases)</p> <p>To know that unison is everyone singing at the same time.</p>	<p>To know simple structures (phrases)</p> <p>To know that unison is everyone singing at the same time.</p> <p>To know five songs from memory and who sang them or wrote them.</p> <p>To know rhythm is the long and short patterns over the pulse</p> <p>To know simple structures (phrases)</p> <p>To know that unison is everyone singing at the same time.</p> <p>To know by name a selection of percussion instruments from their sound in recording or play</p>
<p>Geography Objectives</p>	<p>To know the names and location of rivers in the UK and beyond (Thames, Ouse, Soar, Wye, Nile, Amazon, Volga and Tiber)</p>			<p>To know the location of hot and cold areas in the world in relation to the Equator and the North and South Poles</p> <p>To know at least five differences between living in the UK (Loughborough) and in Kenya (Nairobi); Location, climate, Terrain, Vegetation, Human features</p> <p>To know the rainforest layers (forest floor, emergent, understory and canopy) and what deforestation is.</p>	<p>To know the 8 compass points (N, NE, E, SE, S, SW, W, NW)</p> <p>To know that basic symbols and purpose of a key.</p>	<p>To explain the impact humans are having on the rainforest</p> <p>To know the rainforest layers (forest floor, emergent, understory and canopy) and understand what deforestation is.</p>

				To know why most cities are located near rivers and its benefits for settlements and trade links for economic activity (Egypt and Nile)		
History Objectives	<p>Stone age - Changes in Britain from the stone age to Iron age</p> <p>To know how tools and objects were made for hunting, gathering and early farming.</p> <p>To know how stone age people developed tribes and settlements including Skara Brae</p> <p>To know that Stone Age people made monuments (Stonehenge)</p> <p>To know that Stone Age people used cave painting to capture and convey moments in time</p> <p>To know what hunter gatherers hunted and how (fish and animals, spears, skins for clothing)</p>	To find out about the past from a range of sources		<p>To know Robert Bakewell was an agriculturalist</p> <p>To know Bakewell pioneered grassland irrigation, diverting rivers and building canals to flood the fields, and establishing experimental plots to test different manure and flooding methods.</p> <p>To know Bakewell's great innovation was to begin breeding 'in-and-in'</p> <p>To know In and In Breeding is an intensive breeding program that tries to concentrate one or more traits through a repeated close mating system.</p> <p>To know Robert Bakewell had a 440 acre farm located in Dishley Grange</p>		
Science Objectives	<p>Living things and their habitats, incl plants</p> <p>To know animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>To know the importance for humans to have the right amount of exercise, food and hygiene</p> <p>To know that animals, including humans have offspring that grow into adults</p> <p>To know that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Properties and changing of materials:</p>	<p>Light:</p> <p>To know light is needed in order to see things and that dark is the absence of light</p> <p>To know that light is reflected from surfaces</p> <p>To know light from the sun can be dangerous and that there are ways to protect eyes</p> <p>To know that shadows are formed when the light from a light source is blocked by a solid object</p>			<p>Properties and changing of materials</p> <p>To know the suitability of everyday materials for particular uses eg: wood, metal, plastic, glass, brick, paper, rock and cardboard</p> <p>Animals incl humans</p> <p>To know animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>To know the importance for humans to have the right amount of exercise, food and hygiene</p>	<p>Forces:</p> <p>To know that some everyday objects are attracted to a magnet which makes them magnetic</p> <p>To know that magnets attract or repel each other and attract some materials and not others</p>

	<p>To know that soils are made from rocks and organic matter.</p> <p>To know that rocks can be grouped based on their appearance and physical properties.</p> <p>To know in simple terms how fossils are formed.</p>					
RE Objectives	<p>1.2: Who is a Muslim and what do they believe?</p> <p>To know ways in which Christians and Hindus describe God</p> <p>"To know why having a faith or belief in something can be hard "</p> <p>"To know why it makes a difference in people's lives to believe in God"</p> <p>"To know similarities and differences between ideas about what God is like in different religions"</p> <p>"To know what Christians believe about creation, the Fall and salvation"</p>	<p>1.4: What can we learn from sacred books?</p> <p>To know that sacred texts contain stories which are spread to many people and should be treated with respect</p> <p>To know stories from the holy Qu'uran, understanding the meaning behind it</p>	<p>1.5: What makes some places sacred</p> <p>To know special objects and symbols in a mosque incl what they mena and how they are used (wudu, calligraphy, prayer mat, minbar, mihrab, muezun)</p> <p>To know ways I which stories, onjects, symbols and actions are used in mosques</p>	<p>1.6: How and why do we celebrate special and sacred times?</p> <p>To know ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p>To know Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan)</p> <p>To know what happens at a traditional Muslim Aqiqah</p>	<p>1.7: What does it mean to belong to a faith community?</p>	<p>1.7: What does it mean to belong to a faith community?</p>
PE Objectives	<p>To create actions in response to a stimulus and move in unison with a partner. LESSON 2 THEME: Machines To create actions to move in contact with a partner or interact with a partner. LESSON 3 THEME: Machines To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea. LESSON 4 THEME: Forces and Magnets To work with a partner to choose actions that relate to an idea. LESSON 5 THEME: Seasons To remember and repeat actions, using dynamics to clearly show different phrases.</p>	<p>Hockey</p> <p>To develop sending the ball with a push pass. LESSON 2 To develop receiving the ball. LESSON 3 To develop dribbling using the reverse stick (Indian dribble). LESSON 4 To develop moving into space after passing the ball. LESSON 5 To be able to use an open stick tackle. LESSON 6 To apply defending and attacking principles and skills in a hockey tournament</p> <p>Fitness</p> <p>To develop an awareness of what your body is capable of. LESSON 2 To develop speed and strength. LESSON 3 To</p>	<p>Football</p> <p>To develop controlling the ball and dribbling under pressure. To develop passing to a teammate. To be able to control the ball with different parts of the body. To develop changing direction with the ball using an inside and outside hook. To be able to jockey / track an opponent. To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>	<p>Gymnastics</p> <p>To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment</p> <p>Yoga</p> <p>To explore connecting breath and movement To explore new yoga poses and begin to connect them.</p>	<p>Rounders</p> <p>To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders.</p> <p>Swimming</p>	<p>Athletics</p> <p>To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.</p> <p>Swimming</p> <p>To develop an understanding of buoyancy and balance in the water. To develop</p>

	<p>LESSON 6 THEME: Seasons To choose actions which relate to the idea, using space and timing to make my work look interesting. LESSON 7 THEME: Romans To understand and use formations, choosing poses which relate to the stimulus. LESSON 8 THEME: Romans To use transitions and changes of timing to move into and out of shapes.</p>	<p>complete actions to develop co-ordination. LESSON 4 To complete actions to develop agility. LESSON 5 To complete actions to develop balance. LESSON 6 To complete actions to develop stamina.</p>		<p>To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility in an individual yoga flow. To develop confidence and strength in arm balances</p>	<p>To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke. To develop rotation, sculling and treading water. To develop surface dives, submersion and handstands. To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival.</p>	<p>independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke. To develop rotation, sculling and treading water. To develop surface dives, submersion and handstands. To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival</p>
<p>DT Objectives</p>	<p>Making a Stone Age home Recognise specific purposes or users and suggest ideas to meet different needs. Use information sources to help in designing Communicate ideas through labelled sketches showing details</p> <p>Investigate how structures can fail when loaded Construct regular free-standing 3D frames Use techniques for reinforcing and strengthening structures</p>	<p>Making sunglasses for astronauts Recognise specific purposes or users and suggest ideas to meet different needs. Use information sources to help in designing Communicate ideas through labelled sketches showing details</p> <p>Consider appearance and conservation of materials Through discussion consider criteria, purposes and users of the design idea Use and/or draw appropriately scaled drawings Propose and adopt a sequence of actions Evaluate design considering purpose and suggest improvements Consider safety and reliability</p> <p>Draw/sketch products to help analyse and understand how products are made Think ahead about the order of their work and described upon tools and materials Plan a sequence of actions to make a product</p>	<p>Use appropriate decoration techniques eg) applique (glued or simple stitches) Create a simple pattern Understand the need for patterns</p>	<p>Make a material figure of Robert Bakewell Recognise specific purposes or users and suggest ideas to meet different needs. Use information sources to help in designing Communicate ideas through labelled sketches showing details</p> <p>Use patterns, either self-generated or templates Use stitches and fabric to enhance a design Use different but appropriate ways to join materials eg) glue, pins, press studs, Velcro, various stitches, buttons etc Understand seam allowance Join fabrics using running stitch, over sewing, back stitch Explore fastenings and recreate some eg) sew on buttons and make loops</p>	<p>Making a healthy and balanced meal</p> <p>Measure ingredients Include simple variables to suit a purpose Use simple tools eg scales, whisks Weigh and measure accurately, time, ingredients, liquids Apply the rules for basic food hygiene and other safe practices eg) hazards relating to the events of ovens Research products eg) which bird food is best? Which biscuits are the healthiest? Develop sensory vocabulary/knowledge using smell, taste, texture and feel Analyse the taste, texture, smell and appearance of a range of foods Follow instructions Make healthy eating choices from and understanding of a balanced diet Join and combine a range of ingredients eg) snack foods Work safely and hygienically Measure and weigh ingredients appropriately</p>	<p>To know how to pin fabric together, use sewing stitches for temporary materials</p> <p>To know how to add components such as zips, buttons, lace to fabric, using fabric glue or simple stitches</p> <p>To know the impact of wastage materials and the importance of reducing this.</p>

		Record the plan by drawing (labelled sketches) or writing				
RSHE Objectives	<p>To know about a person who has faced difficult challenges and achieved success.</p> <p>To know a dream/ambition that is important to me.</p> <p>To know obstacles which might hinder my achievement and can take steps to overcome them.</p>	T		<p>To know how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>To know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>To be able to tell you my knowledge and attitude towards drugs.</p> <p>To know some strategies for keeping myself safe, who to go to for help and how to call emergency services.</p> <p>To know how complex my body is and how important it is to take care of it.</p>		
MFL Objectives	<p>To know French numbers to 20</p> <p>Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine</p>	<p>Formation of plural nouns by adding -s to most nouns, but adding -x to nouns ending with -au eg: bateau becomes bateaux</p>	<p>Appreciate that words and letters in French can have a different sound or pronunciation to English</p>	<p>Recognise and use 1st, 2nd and 3rd person singular pronouns (tu, il/elle) with regular verbs such as manger, jouer, habite as well as high frequency irregular verbs like etre, avoir, aller and fair. For example je joue, je vais, tu manges? Il habite, elle a</p>		<p>To know aspects of life in France and Francophone countries including music, currency, weather and geography</p>
Computing Objectives	<p>To know how to refine searches using the Search tool.</p>	<p>To know how to add an additional character who moves when clicked.</p> <p>To know what the When Key does and When Swiped commands (on tablets if available).</p>	<p>To know how to share work electronically using display boards</p> <p>To know where to turn for help if they see inappropriate content or have inappropriate contact from others</p> <p>To know what makes a safe password, how to keep passwords safe and the consequences of giving passwords away (SAFER INTERNET DAY FEB 22)</p>	<p>To know why PEGI restrictions exist.</p>		

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school Global Theme	Culture, community and development (identity and association)	Conflict and resolution (relationships and mediation)	Awe and wonder (Intrigue and curiosity)	Integrity, honesty and difference (Appreciation)	Analyse and Evaluate (Exploration, trust and safety)	Changing (Transition)
Theme name and question	Did the Romans make life better in Britain?	Can one person make a difference? (Marcus Rashford, Nelson Mandela, Marie Curie, Rosa Parks)	What do we have in common with the Ancient Greeks?	What makes explorers extraordinary? (Amelia Erhart...)	Can you grow a sunflower as tall as a house?	Kenya
Curriculum Team focus	Culture and community	Health and Wellbeing	Culture and community	Culture and community	Innovation and Enterprise	Culture and community
Subjects covered across half term	History Geography DT Music Science French RSHE English Maths	History Computing RSHE English Geography	History English Music PE Art		Science Geography DT RE RSHE French	Geography
Experiences to support knowledge acquisition	Visit to Jewry wall in Leicester Roman soldier visit!					
Potential Writing outcomes		Diary Letter Narrative Non-chronological report	Newspaper report Explanations? Poetry	Diary Narrative Newspaper report	Poetry Explanations Narrative	Non-chronological report Newspaper report Letter of advice Narrative?
Grammar objectives	Using adjectives to describe nouns Using commas in lists Using conjunctions to join ideas in longer sentences Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end Use dialogue in narrative	Use apostrophes for contracted forms Use and recognise nouns, adjectives and adjectival phrases Use dialogue in narrative Introduce the idea of a verb	Extend the range of sentences with more than one clause Use and recognise nouns, adjectives and adjectival phrases Use powerful verbs Introduce the idea of tense in verbs	Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end Use and distinguish past and present tense Extend the range of sentences with more than one clause Using adjectives to describe nouns	Using commas in lists Use apostrophes for contracted forms Use and distinguish past and present tense Introduce the idea of tense in verbs	Use and recognise nouns, adjectives and adjectival phrases Using adjectives to describe nouns Use powerful verbs Introduce the idea of tense in verbs
Reading Skills (not objectives)	Summarising Linking sentences	Summarising/Retelling Visualising Connecting	Questioning Predicting Pronoun Tracking	Noun Phrases Conjunctions Determiners Using Clues	Questioning Predicting Summarising	Linking sentences Visualising Connecting
Texts to be used	Look at planning from last year!	Krindlekrax? – about one unexpected child becoming a hero	Fables? Legends like Perseus etc?	Pugs of the Frozen North?	The Great Kapok Tree	African Tales
Retrieval opportunities from previous years learning						
Maths Objectives						

<p>Art Objectives</p>						
<p>Music Objectives</p>	<p>To know simple structures (phrases)</p> <p>To know that unison is everyone singing at the same time</p> <p>Sing with awareness of pulse and control of rhythm</p> <p>Select instruments to describe visual images</p>	<p>Sing with confidence using a wider vocal range</p> <p>Sing in tune</p> <p>Sing with awareness of pulse and control of rhythm</p> <p>Recognise simple structures (phrases)</p> <p>Sing expressively and with control of the expressive elements. E.g. timbre, tempo and dynamics</p> <p>Sing songs and create different vocal effects</p> <p>Identify phrases that could be used as an introduction, interlude and ending</p> <p>Recognise rhythmic patterns</p> <p>Perform a repeated pattern to a steady pulse</p> <p>Identify rhythmic and melodic patterns</p> <p>Identify repeated patterns used in a variety of music (ostinato)</p>	<p>Choose instruments on the basis of internalised sounds</p> <p>Improvise basic tunes based on the pentatonic scale</p> <p>Compose music in pairs and make improvements to their own music</p> <p>Compose and accompaniment to a known song</p> <p>Sing songs with staff notation as a support (Singing)</p> <p>Perform in different ways, exploring the way the performers are a musical resource</p> <p>Perform with awareness of different parts</p> <p>Recognise how music can reflect different intentions</p>	<p>Identify phrases that could be used as an introduction, interlude and ending</p> <p>Recognise rhythmic patterns</p> <p>Perform a repeated pattern to a steady pulse</p> <p>Identify rhythmic and melodic patterns</p> <p>Select instruments to describe visual images</p> <p>Choose instruments on the basis of internalised sounds</p> <p>Create textures by combining sounds in different ways</p> <p>Create music that describes contrasting moods/emotions</p> <p>Improvise basic tunes based on the pentatonic scale</p> <p>Compose music in pairs and make improvements to their own music</p> <p>Compose and accompaniment to a known song</p>	<p>Sing with awareness of pulse and control of rhythm</p> <p>Identify melodic phrases and play them by ear</p> <p>Select instruments to describe visual images</p> <p>Choose instruments on the basis of internalised sounds</p> <p>Improvise basic tunes based on the pentatonic scale</p> <p>Compose music in pairs and make improvements to their own music</p> <p>Compose and accompaniment to a known song</p> <p>Create descriptive music in pairs or small groups</p> <p>Perform using notation as a support</p> <p>Sing songs with staff notation as a support (Singing)</p> <p>Sing songs with staff notation as a support (Singing)</p> <p>Perform in different ways, exploring the way the performers are a musical resource</p> <p>Perform with awareness of different parts</p> <p>Recognise how music can reflect different intentions</p>	<p>Sing with confidence using a wider vocal range</p> <p>Sing in tune</p> <p>Sing with awareness of pulse and control of rhythm</p> <p>Recognise simple structures (phrases)</p> <p>Sing expressively and with control of the expressive elements. E.g. timbre, tempo and dynamics</p> <p>Sing songs and create different vocal effects</p> <p>Understand how mouth shapes can affect vocal sounds</p> <p>Internalise sounds by singing parts of songs 'in their heads'</p> <p>Identify melodic phrases and play them by ear</p> <p>Create sequences of movements in response to sounds</p> <p>Explore and choose different movements to describe animals</p> <p>Demonstrate the ability to recognise the use of structure and expressive elements through dance</p> <p>Identify phrases that could be used as an introduction, interlude and ending</p> <p>Recognise rhythmic patterns</p> <p>Perform a repeated pattern to a steady pulse</p> <p>Identify rhythmic and melodic patterns</p> <p>Identify repeated patterns used in a variety of music (ostinato)</p> <p>Select instruments to describe visual images</p>

						<p>Choose instruments on the basis of internalised sounds</p> <p>Create textures by combining sounds in different ways Create music that describes contrasting moods/emotions</p> <p>Compose and accompaniment to a known song Create descriptive music in pairs or small groups Perform using notation as a support Sing songs with staff notation as a support (Singing) Perform in different ways, exploring the way the performers are a musical resource Perform with awareness of different parts Recognise how music can reflect different intentions</p>
Geography Objectives	<p>To know the names and location of rivers in the UK and beyond (Thames, Ouse, Soar, Wye, Nile, Amazon, Volga and Tiber)</p> <p>To name the 7 continents (africa, asia, N.america, s.america, europe, australlia, antarctica)</p> <p>To know the name of the 5 oceans (pacific, atlantic, indian, arctic, southern)</p> <p>To know the position and significance of the equator, n.hemisphere, s.hemisphere and the tropics of cancer and capricorn, arctic and antarctic circles.</p> <p>To know the 8 compass points (N, NE, E, SE, S, SW, W, NW) To know the basic symbols and purpose of a map key.</p>			<p>To know the names the five oceans (Pacific, Arctic, Atlantic, Indian, Southern)</p> <p>To know the 8 compass points (N, NE, E, SE, S, SW, W, NW)</p> <p>To know basic symbols and the purpose of a key</p> <p>To know the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Capricorn and Cancer, Arctic and Antarctic Circle</p>		<p>To know why most cities are located near rivers and its benefit for settlements and trade links for economic activity</p> <p>To name and locate rivers in the UK and beyond (thames, soar, ouse, Nile, amazon, volga and tiber)</p> <p>To know at least 5 differences between living in the UK (Loughborough) and in Kenya (Nairobi); Location, climate, terrain, vegetation, human features</p> <p>To name the 7 continents</p> <p>To know the location of the hot and cold areas of the world in relation to the equator, N and S poles.</p>
History Objectives	<p>To know how Romulus and Remus formed Rome</p> <p>To know how Julius Caesar rose to power</p>		<p>To know the typical Greek customs (music, art, pottery, theatre, gladiators)</p> <p>To know Greeks used pottery for various purposes (food, storage, art)</p>			

	<p>To know that Claudius invaded Britain in 43AD – use ORBIS</p> <p>To know that the British resisted invasion and that it was led by Boudicca</p> <p>To know the importance of events in Pompeii</p>		<p>To know how the olympic games were formed and their importance to Greek culture</p> <p>To know that the Romans conquered the Greeks (battle of corinth)</p>			
Science Objectives	<p>Forces: To know how things move on different surfaces</p> <p>To know that some forces need contact between two objects but magnetic forces can act at a distance</p> <p>To know that magnets have a north and a south pole</p> <p>To know whether two magnets will attract or repel each other depending on which poles are facing.</p>			<p>Properties and changing of materials To know the suitability of everyday materials for particular uses eg: wood, metal, plastic, glass, brick, paper, rock and cardboard</p> <p>To know that squashing, twisting, bending and stretching affects the shape of solid objects</p> <p>Forces: To know how things move on different surfaces</p> <p>To know that some forces need contact between two objects but magnetic forces can act at a distance</p> <p>To know that magnets have a north and a south pole</p> <p>To know whether two magnets will attract or repel each other depending on which poles are facing.</p> <p>Living things and their habitats, incl plants: To know that animals and humans need water, food and air to survive</p> <p>To know the importance for humans to have the right amount of exercise, food and hygiene</p> <p>To know that animals, incl humans need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>Living things and their habitats, incl plants To know the difference between things which are living, dead and have never been alive</p> <p>To know that most living things live in habitats to which they are suited eg: rabbit and warren</p> <p>To know the function of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>To know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow)</p> <p>To know the way in which water is transported within plants</p> <p>To know the part that flowers play in the life of flowering plants, including pollination, seed formation, and seed dispersal</p> <p>To know that plants need a suitable temperature to grow</p>	
RE Objectives	<p>L2.1: What do different people believe about God?</p> <p>To know why Christians use the bible today</p>	<p>L2.2: Why is the Bible so important for Christians today?</p> <p>To know ways Christians say God is like, with examples form</p>	<p>L2.4: Why do people pray?</p>	<p>L2.6: Why do some people think that life is a journey and what significant experiences mark this?</p>	<p>L2.7: What does it mean to be a Christian in Britain today?</p> <p>To know about Muslim beliefs about God, making</p>	<p>L2.7: What does it mean to be a Christian in Britain today?</p> <p>To know what Christians do to show their faith and</p>

		<p>the bible, using different forms of expression "To know similarities and differences between ideas about what God is like in different religions"</p> <p>"To know what Christians believe about creation, the Fall and salvation"</p>			<p>links with some of the 99 names of Allah</p> <p>To know a story about the life of the prophet Muhammad.</p> <p>To know some objects used by Muslims and why they are important.</p>	<p>make connections with some Christian beliefs and teachings.</p> <p>To know ways in which Christians express their faith through hymns and modern worship songs.</p> <p>To know why being a Christian is a good thing in Britain today and 2 reasons why it might be hard sometimes.</p>
<p>PE Objectives</p>	<p>OAA To follow instructions from a peer and give simple instructions. To work collaboratively with a partner and a small group, listening to and accepting others' ideas. To plan and attempt to apply strategies to solve problems. To orientate and follow a diagram/map. To reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>Basketball To develop the attacking skill of dribbling. To be able to use protective dribbling against an opponent. To develop the bounce and chest pass and begin to recognise when to use them. To develop tracking and defending an opponent. To develop the technique for the set shot. To be able to apply the skills, rules and tactics you have learnt to a mini tournament.</p> <p>Fitness To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina.</p>	<p>Dodgeball To learn the rules of dodgeball and apply them to a game situation. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching a dodgeball at different heights. To learn how to block using the ball. To understand the rules of dodgeball and use them to play in a tournament.</p>	<p>Netball To develop passing and moving and play within the footwork rule. To develop passing and moving towards a goal. To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball. To develop the shooting action. To develop playing using netball rules.</p> <p>Yoga To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility in an individual yoga flow. To develop confidence and strength in arm balances.</p>	<p>Cricket To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique. To play apply skills learnt to mini cricket.</p> <p>Swimming To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke. To develop rotation, sculling and treading water. To develop surface dives, submersion and handstands. To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival</p>	<p>Tennis To develop racket and ball control. To develop returning the ball using a forehand groundstroke. To be able to rally using a forehand. To develop the two handed backhand. To learn how to score. To develop playing against an opponent. To work collaboratively with a partner and compete against others</p> <p>Swimming To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke. To develop rotation, sculling and treading water. To develop surface dives, submersion and handstands. To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival</p>

<p>DT Objectives</p>	<p>Making a Roman Chariot Use tools independently, with greater accuracy, control and awareness of conservation eg) bench hooks, mitre blocks, hammers, electric components such as buzzers & bulbs, wire strippers, staplers, bearings and axle holders, cardboard triangles Select appropriate materials, tools and techniques</p> <p>Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Cut and join accurately to ensure a good quality finish to the product</p> <p>Use a greater variety of finishing techniques eg) woodstains, varnish Cut slots Cut internal shapes</p> <p>Create nets</p>		<p>Greek Pottery Recognise specific purposes or users and suggest ideas to meet different needs. Use information sources to help in designing Communicate ideas through labelled sketches showing details</p> <p>Consider safety and reliability Investigate similar products to the one to be made to give starting points for a design</p> <p>Draw/sketch products to help analyse and understand how products are made</p> <p>Think ahead about the order of their work and described upon tools and materials Plan a sequence of actions to make a product Record the plan by drawing (labelled sketches) or writing</p> <p>Use simple finishing techniques</p> <p>Identify the strengths and weaknesses of their design ideas</p> <p>Decide which design idea to develop Consider and explain how the finished product could be improved Discuss how well the finished product meets the design criteria and how well it meets the needs of the user</p>	<p>Make a durable torch for an explorer Use control programs and equipment eg) roamer and first logo Explore batteries and bulbs Use simple switches to achieve functional results</p> <p>Disassemble and investigate everyday products to see how they fit their purpose</p> <p>Use tools independently, with greater accuracy, control and awareness of conservation eg) bench hooks, mitre blocks, hammers, electric components such as buzzers & bulbs, wire strippers, staplers, bearings and axle holders, cardboard triangles</p>	<p>To know where food comes from (over ground, underground, country, animals)</p> <p>To know how to safely use a knife to chop an ingredient</p>	
<p>RSHE Objectives</p>	<p>To know how to use my jigsaw journal</p> <p>To know why rules are needed and how they relate to rights and responsibilities</p> <p>To know that my actions affect myself and others, and that I care about other people's feelings</p>	<p>To know about a person who has faced difficult challenges and achieved success</p> <p>To know a dream/ambition that is important to me</p> <p>To know obstacles which might hinder my achievement and know the steps needed to overcome them</p>	<p>To know my worth and identify positive things about myself and my achievements</p>	<p>To know what it means to be a witness to bullying</p> <p>To know that witnesses can make the situation better or worse by what they do</p> <p>To know that some words are used in hurtful ways</p> <p>To know about a time when words affected someone's feelings and what the consequences were</p>	<p>To know the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>To know and use some strategies for keeping myself safe online.</p> <p>To know how my needs and rights are shared by children around the world and can</p>	<p>To know about a time when words affected someone's feelings and what the consequences were</p>

	<p>To know that everybody's family is different and important to them</p> <p>To know that differences and conflicts sometimes happen between family members</p> <p>To know about a time when words affected someone's feelings and what the consequences were</p>				<p>identify how our lives may be different.</p>	
MFL Objectives	<p>To know that French is spoken in countries other than France</p>				<p>Partitive in singular and plural (du/des, au, aux)</p>	
Computing Objectives		<p>To have some knowledge and understanding about sharing more globally on the internet</p> <p>To know how we talk to others when they aren't there in front of us</p> <p>To know email as a communication tool</p> <p>To know that information put online leaves a digital footprint or trail</p>			<p>To know how the internet can be used to help us communicate effectively.</p> <p>To understand how a blog can be used to help us communicate with a wider audience.</p>	