

English

We follow the National Curriculum for English and the Year by Year Programmes of Study. Links to these can be found here:

www.gov.uk/government/publications/national-curriculum-in-england-English-programmes-of-Study

Mathematics

We follow the National Curriculum for Maths and the Year by Year Programmes of Study. Links to these can be found here:

www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-Study

Science

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- 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
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

History

- British History- Tudors
 - Vikings
 - Local History Study
 - Ancient Greece
- Topics: World War 2/Bletchley Park, Tudors, Vikings & Ancient Greece.

Art & Design

- Use sketch books to record, collect and evaluate ideas.
- Improve mastery of techniques, including drawing, painting and sculpture with a range of materials. i.e. shape art
- Learn about great artists, architects and designers in history. i.e. Howard Hodkin.

Design & Technology

- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- Apply their understanding of computing to program, monitor and control their products.
- Understand and use electrical
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Modern Languages

- Identify the key points in a discussion
- To pronounce French words accurately
- To use appropriate grammatical structures
- Build more complex sentences
- Recall and practice known vocabulary
- Identify key features of spoken and written text
- Use adjectives in the correct place in a sentence
- Use tone of voice and gesture to convey meaning

Physical Education

Develop knowledge, understanding and skills for:

Football, Cricket, Gymnastics, Street Dance, Outdoor and Adventurous Activities and Sports Leadership and Athletics.

Computing

- Understand how computers communicate and share information.
- To use a range of software for a given task.
- To design programs for a given audience.
- Use and identify a range of trusted sources of information.
- Use loop, variables and IF statements to alter the way programs run.
- Understand how to report concerns about content both in and out of school.

Geography

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Music

- Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch
- Maintain own part in a round
- Read and play with confidence from conventional or graphic notation
- Lead/conduct a group of performers
- Explore chords/harmony/scales
- Use ICT to record, sequence, loop and manipulate sound when composing
- Compare different pieces of instrumental music

Religious Education

- **Islam**
What is the best way for Muslims to show commitment to God? Does belief in Akhirah make Muslims lead good lives?
- **Christianity**
How significant was it that Mary was Jesus' mother? Is Christianity still a strong religion 2,000 year after Jesus was on the Earth?
- **Buddhism** (school unit)