

## Science

### Animals including humans

Pupils should be taught to:

#### Knowledge

- identify that 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Working scientifically through the teaching of the programme of study content:

#### Skills

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings

## Computing

We are programmers

#### Knowledge

- plan and create an algorithm for an animated scene in the form of a storyboard
- write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound
- review their animation programs and correct mistakes

#### Skills

- Design a sequence of instructions including directional instructions.
- Write programs that accomplish specific goals.
- Work with various forms of input.
- Work with various forms of output.

## English

- Writing to entertain: Greek myths and legends historical story
  - focus on Theseus and the Minotaur.
  - problem and resolution
- Writing to entertain: Poetry
  - looking at poetry in performance and focusing on rhyming.
- Recount text:
  - Diary entry – Battle of Marathon
- See English long-term plan to see grammar and punctuation focus.

## History

#### Knowledge

- To explain how life differed for people in different city states.
- To recall interesting facts about Ancient Greek Gods or Goddesses.
- To know the main differences between Ancient Greek Olympics and modern Olympics.
- To know that Athens was the birthplace of Democracy, meaning ‘rule by the people’.
- To know that although Ancient Greece was made up of many separate states, they all shared a similar culture.

#### Skills

- To use a variety of sources to describe some of the things the Greeks gave the world.
- To select and record information relevant to the study.

## Art and Design

Clay Pots and Greek mosaics

#### Knowledge

- To remember how Ancient Greeks made Greek pots.
- To design a product and make sure it looks attractive.
- To select the most appropriate tools and techniques for a given task
- To recognise when art is from different historical periods.
- To identify the techniques used by different artists

#### Skills

- To identify the techniques used by different artists.
- To create a step-by-step plan that can be followed easily.
- To follow a step-by-step plan, choosing the right equipment and materials.
- To compare work of different artists.
- To use IT to create art which includes their own work and that of others

## Physical Education

Theme: cognitive skills

#### Knowledge

- To know how to use dynamic balance on a line

#### Skills

- To run at fast, medium and slow speeds, changing speed and direction.
- To throw and catch with control.
- To adapt sequences to suit different types of apparatus and criteria
- To compare and contrast gymnastic sequences.
- To explain how strength and suppleness affect performance

## Maths

Multiplication and division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables, solving problems
- write and calculate mathematical statements for multiplication and division, using mental and progressing to formal written methods

Measurement:

- Add and subtract amounts of money
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes

Fractions

- To recognise, add and subtract fractions including non-unit or unit fractions.

Statistics

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.



## **French**

Revision of numbers 0-10/ask for and state age and colours

### **Knowledge**

- To listen and respond to similar stories, rhymes and songs.
- To recognise familiar words.
- To make links between sounds, rhymes and spellings.
- To recognise and respond to sound patterns and words.
- To listen attentively and understand instructions.
- To experiment with writing short words.
- To identify social conventions at home and in other cultures.

### **Skills**

- I can read and understand a short passage using familiar language.
- I can write phrases from memory.
- I am starting to speak in sentences.
- I can give a response using a short phrase.
- I can name and describe an object.
- I can use a bilingual dictionary or glossary to look up new words

## **Music**

Human Body

### **Knowledge**

- I know how to compose melodies and songs.
- I know how to improve my work; explaining how it has been improved.

### **Skills**

- I can combine different sounds to create a specific mood or feeling.
- I can sing a tune with expression.
- I can play clear notes on instruments.
- Singing French

Food and Drink

### **Knowledge**

- I know how to improve my work; explaining how it has been improved.
- I can use different elements in my composition.

### **Skills**

- I can create repeated patterns with different instruments.
- I can create accompaniment for tunes.

## **Religious Education**

Termly question: **What do different people believe about God?**

Key questions:

- What do I think about believing in God?
- What do Christians believe about God?
- Who do Muslims believe about Allah?
- How do Hindu people show what they believe about gods and goddesses?
- What difference does it make to life if you believe there is no God?
- What are the similarities and differences between different ideas about God?