

Geography

- I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- I can name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones (including day and night)
- I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- I can 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 my knowledge of the United Kingdom and the wider world.
- I can 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.

English

- Explanation texts
- Myths and Legends
- Poetry—Language Play
- Fiction Genres

P.E.

Children will be learning the skills needed to play tag rugby on a Thursday and will be reviewing and building on their gymnastic skills and understanding linked to space music by 'Holst'.

French

The children will be developing and building on their knowledge and understanding of French through oral and written activities.

R.E. - Aspects of Judaism

- Why is Moses important to Jewish people today and what do they learn from him about God?
- Why is Pesach important to Jews?
- How do some Jewish families practise their religion and why is it important to them?

Music

- I can explore a known composer (Holst)
- I can explore timbre, comparing and contrasting movements within planets.
- I can make my own compositions
- I can use simple notation.



History (light touch)

- I can discuss the lives of significant individuals in the past who have contributed to national and international achievements such as Neil Armstrong.

Computing

Years 2 and 3—'We are astronauts'

In this unit, the children will understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They will create and debug simple programs whilst using logical reasoning to predict the behaviour of simple programs.

Years 4, 5 and 6—'We are bloggers'

Blogging provides a worldwide audience for pupils' work. Commenting on others' work extends pupils' sense of membership of a learning community beyond school. In this unit, pupils create a media-rich blog, comment on blogs and respond to comments.

Design and Technology

The children will be creating and analysing packages this term, focusing on making their products eye catching and aesthetically pleasing.

Science

Earth and Space

- I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- I can describe the movement of the Moon relative to the Earth
- I can describe the Sun, Earth and Moon as approximately spherical bodies.
- I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Forces (Years 3 and 4)

- I can compare how things move on different surfaces
- I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- I can observe how magnets attract or repel each other and attract some materials and not others.
- I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- I can describe magnets as having two poles.
- I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Forces (Years 5 and 6)

- I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

PSHCE

Children will be completing three units this term: new beginnings, working together and anti-bullying.

Art

- The children will explore a variety of creative media and complete a unit of work involving textiles. They will evaluate their work and that of others.