

**Area of learning: Science - Materials****Properties and changes including states of matter**

compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

demonstrate that dissolving, mixing and changes of state are reversible changes

explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

using test results to make predictions to set up further comparative and fair tests

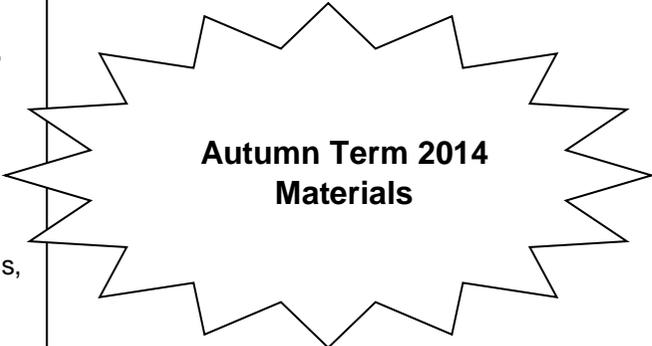
reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

identifying scientific evidence that has been used to support or refute ideas or arguments

**Area of learning: Art and Design - Containers**

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, with a range of materials [for example, clay, plaster of paris, found materials] to learn about artists in history who have created containers ie Clarice Cliff.

**Autumn Term 2014  
Materials****Area of learning: Music**  
Class Orchestra - Ukulele**Area of Learning: RE**

What is the best way for a Hindu to show commitment to God? Learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.

Is the Christmas story true? Evaluate the different accounts of the Christmas story. Understand that stories can be true in different ways.

**Area of learning: Design and technology /  
Cooking and Nutrition - Biscuits****Design**

use research and develop design criteria to inform the design appealing products that are fit for purpose, aimed at particular individuals or groups

generate, develop, model and communicate their ideas through discussion and annotated sketches.

**Make**

select from and use a wider range of tools and equipment to perform practical tasks [for example, mixing, rolling, cutting, shaping, and finishing], accurately

select from and use a wider range of ingredients, according to properties and considering taste and aesthetic qualities

Use a range of techniques for making biscuits

**Evaluate**

investigate and analyse a range of biscuits already available

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

**Area of learning ICT - We are game developers,/We are cryptographers**

Create original artwork and sound for a game

Design and create a computer program for a computer game

Detect and correct errors in their computer game

Make and test a series of small changes to improve their game

Be familiar with semaphore and Morse code

Understand the need for private information to be encrypted

Encrypt and decrypt messages in simple ciphers

Appreciate the need to use complex passwords and to keep them secure

Have some understanding of how encryption works on the web

**Area of learning: PE – Games, Tennis and Football**

use running, jumping, throwing and catching in isolation and in combination  
play competitive games, modified where appropriate [for example, football, hockey, and tennis], and apply basic principles suitable for attacking and defending

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

take part in outdoor activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Gymnastics – bridges**

To use balancing on different body parts to create bridge shapes both as individuals and with a partner

To sustain concentration and practice to improve the quality and accuracy of their movements

To work co-operatively with a partner and create a sequence showing planned variations in level, direction and shape

To understand the compositional principles of sequencing and recognize when something is absent

**Area of learning: French**

Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts

Understand and express simple opinions

Listen attentively and understand more complex phrases and sentences

Re-read frequently a variety of short texts

Make simple sentences and short texts

Write words, phrases and short sentences, using a reference

Look at further aspects of their everyday lives from the perspective of someone from France

Make a simple story book

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Appreciate simple stories, songs, poems and rhymes in French

**Area of Learning PSHE:  
Me and My Relationships**

To know how to promote positive friendships

To know what are the different relationships in my life?

To understand getting on and falling out

To understand that I can make a difficult situation better.

To be able to use my skills to resolve conflict

**British Values**

To understand support for equality or opportunity for all

**Bullies**

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying

**British Values**

Mutual respect and tolerance of those from different faiths and beliefs.

**E-safety**

Use technology safely, respectfully and responsibly including the internet, email, chat mobile phones and online gaming.

Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.