



CURRICULUM AREA	FOCUS
<p><b><u>SCIENCE</u></b> <b>Rocks and Soils</b></p> <p><b>Forces and Magnets</b></p>	<ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter.</li> </ul> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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</li> <li>• describe magnets as having 2 poles</li> <li>• predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>
<p><b><u>R.E.</u></b></p>	<ul style="list-style-type: none"> <li>• What does harvest mean?</li> <li>• What foods are grown in different countries?</li> <li>• Why do we have rules in religion and in society?</li> </ul>
<p><b><u>PSHE</u></b> <b>Being Me in My World</b></p> <p><b>Celebrating Differences</b></p>	<ul style="list-style-type: none"> <li>• To recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal</li> <li>• To face new challenges positively, make responsible choices and ask for help when I need it</li> <li>• To understand why rules are needed and how they relate to rights and responsibilities</li> <li>• I understand that my actions affect myself and others and I care about other people's feelings</li> <li>• I can make responsible choices and take action</li> <li>• I understand my actions affect others and try to see things from their points of view</li> </ul> <ul style="list-style-type: none"> <li>• To understand that everybody's family is different and important to them</li> <li>• To understand that differences and conflicts sometimes happen among family members</li> <li>• To know what it means to be a witness to bullying</li> <li>• To know that witnesses can make the situation better or worse by what they do</li> <li>• To recognise that some words are used in hurtful ways</li> <li>• To tell you about a time when my words affected someone's feelings and what the consequences were</li> </ul>
<p><b><u>HUMANITIES</u></b></p>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: volcanoes and earthquakes</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>

<u><b>ART</b></u>	<ul style="list-style-type: none"> <li>• know how to show facial expressions in art.</li> <li>• know how to use different grades of pencil to shade and to show different tones and textures</li> <li>• know how to use sketches to produce a final piece of art</li> <li>• know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others</li> <li>• know how to identify the techniques used by different artists</li> <li>• know how to compare the work of different artists</li> <li>• recognise when art is from different cultures</li> </ul>
<u><b>PHYSICAL EDUCATION AND GAMES</b></u>	<p><u><b>Outdoor Adventurous Activities</b></u></p> <ul style="list-style-type: none"> <li>• Team building and cooperation activities</li> <li>• Improving on your own performances – Youth Sports Trust 60 second challenges</li> </ul> <p><u><b>Games Activities</b></u></p> <ul style="list-style-type: none"> <li>• To consolidate and improve the quality of their techniques and their ability to link movements.</li> <li>• To improve their ability to choose and use simple tactics and strategies.</li> <li>• To know and describe the short-term effects of different exercise activities on the body how to improve stamina</li> <li>• To describe and evaluate the effectiveness and quality of performance</li> <li>• To use what they have learned to improve their work.</li> </ul>
<u><b>MUSIC</b></u>	<ul style="list-style-type: none"> <li>• play clear notes on instruments and use different elements in composition</li> <li>• use musical words to describe a piece of music and compositions</li> <li>• use musical words to describe what they like and do not like about a piece of music</li> <li>• recognise the work of at least one famous composer</li> <li>• combine different sounds to create a specific mood or feeling</li> <li>• listen carefully and recognise high and low phrases</li> <li>• create repeated patterns with different instruments</li> <li>• improve my work; explaining how it has been improved</li> </ul>
<u><b>GLOBAL DIMENSION</b></u>	<ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Interdependence</li> <li>• Values and Perceptions</li> <li>• Diversity</li> <li>• Global Citizenship</li> <li>• Conflict Resolution</li> </ul>