



<p><b>SCIENCE</b></p> <p><u>Earth Rocks</u>          -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties          -describe in simple terms how fossils are formed when things that have lived are trapped within rock          -recognise that soils are made from rocks and organic matter.</p> <p><u>Opposites Attract</u>          -notice that some forces need contact between two objects, but magnetic forces can act at a distance          -observe how magnets attract or repel each other and attract some materials and not others          -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          -describe magnets as having two poles          -predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p><b>ART</b></p> <p><u>Mayan Totems</u>          -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, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)          -about great artists, architects and designers in history.</p> <p><u>Oliver Jeffers</u>          -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, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)          -about great artists, architects and designers in history.</p>			
<p><b>SEAL</b></p> <p><u>Being my best</u>          Keeping myself healthy          Celebrating and developing my skills</p> <p><u>Growing and changing</u>          Relationships          Menstruation          Keeping safe</p>	<p><b>FRENCH</b></p> <p><u>Our School</u>          -What's in the classroom          -What's in your pencil case          -School subjects          -PE Lesson          -Around School          -What do you like to do</p> <p><u>Time</u>          -Numbers 11-31          -Days of the week          -Months          -Birthdays          -What is the date          -Yesterday, today, tomorrow</p>	<p><b>PE</b></p> <p><u>Athletics</u>          -develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics          -compare their performances with previous ones and demonstrate improvement to achieve their personal best.          -use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Striking and fielding games</u>          -use running, jumping, throwing and catching in isolation and in combination          -play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>			
<p><b>RE</b></p> <p><u>Worship and sacred places</u>          Where, how and why do people worship?          Investigating places of worship in Nottinghamshire.</p> <p><u>Inspirational people from the past</u>          What can we learn from inspiring people in sacred texts and in the history of religions?</p>		<p><b>HISTORY</b></p> <p><u>Mayan Civilisations</u>          -a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>		<p><b>GEOGRAPHY</b></p> <p><u>Is Climate cool?</u>          Human and physical geography          -physical geography, including: climate zones, biomes and vegetation belts.</p>	
<p><b>DT</b></p> <p><u>Egg Drop Challenge (Space Lander)</u>          -develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world          -build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users          -critique, evaluate and test their ideas and products and the work of others</p>		<p><b>MUSIC</b></p> <p>(See Mrs Wood)</p>		<p><b>COMPUTING</b></p> <p><u>We are presenters</u>          -Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing edit video, including adding narration and editing clips by setting in/out points          -understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.</p> <p><u>We are opinion pollsters</u>          -understand some elements of survey design          -understand some ethical and legal aspects of online data collection          -use the web to facilitate data collection          -gain skills in using charts to analyse data          -gain skills in interpreting results.</p>	