



## Science

*What is the relationship between the earth, other planets, the moon and the sun?*

- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment (Year 3/4)
- Ask relevant questions and use different types of scientific enquiries to answer them (Year 3/4 focus)
- Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3/4 focus)
- Recognise that light from the sun can be dangerous and that there are ways to protect eyes (Year 3)
- Identify scientific evidence that has been used to support or refute ideas or arguments (Year 5 focus)
- Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources (Year 6)
- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system (Year 5)
- Describe the movement of the Moon relative to the Earth (Year 5)
- Describe the Sun, Earth and Moon as approximately spherical bodies (Year 5)
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (Year 5)

## Music

**Outcomes: To play in a class ensemble during Celebration worship**

- Play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music

**'Social injustice'  
-Stand up, Stand out -  
Values: Respect and Courage  
Spring 2020  
'What matters most to Humanists and Christians?'**

## PSHE

It is ok to be different

- How are we different?
- What other ways are there that people can be different?
- Does it matter?
- What can we do to help support those that are different to us?
- Class text- George
- Celebrating LGBTQ+ History month

## History

*How did people claim their human rights?*

- Outcome: Children will choose a historical context from those studied and produce their own dramas based upon what they have learnt**
- Use an increasing range of common words and phrases relating to the passing of time (chronological understanding) (Year 3)
- Place some historical periods in a chronological framework (chronological understanding) (Year 4)
- Use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) (Year 4)
- Give some reasons for some important historical events (understanding of events, people and changes) (Year 5)
- Make comparisons between aspects of periods of history and the present day (historical interpretations) (Year 5)
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance (Year 6)
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information (Year 6)
- Use evidence to support arguments (understanding of events, people and changes) (Year 6)
- Describe the achievements of the earliest civilizations-Ancient Egyptians
- Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Suffragette's cause



## Wild Tribe/Outdoor Learning

Improving our school site

Working with our local Wildlife Trust to improve our 'Wildlife Zone'

Preparing beds for new plants

General tidy and ground maintenance

Sowing seeds

Preparing chicken area

## Extra Curricular Learning

RHS School Gardening Scheme – What next?

How can we improve the recycling at our school?

Work with PTFA to arrange fundraisers to support local and Global communities

## PE

Mr Waldron will be developing the children's skills in Gymnastics.D

Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics

## RE

What matters most to Humanists and Christians?

To be able to identify traits that make people good and/or bad

To identify what values Humanists and Christians hold dear

To understand the need for a code of living and why some people find it difficult to follow such a code

What values matter most to Christians? How does it show? How can our different values be discussed?

What are the main agreements and disagreements about values between Humanists and Christians?



## Swallows Class – Key Stage Two – Curriculum Skills Termly Overview – Living Our Vision