



Geography

Intent- to describe and understand the human and physical features of mountains.

Implementation

Know how the five different types of mountain are formed.

To identify the features of a mountain.

To investigate the names and locations of mountain ranges.

To use the features on maps to identify areas of high land in the UK.

To understand the climate on mountains.

To understand why people visit the mountains and the economic, environmental and social impact this has on the mountain and people who live there.

Composite Outcome: Show what they know about the types of mountains, locations, names of ranges and peaks, climate and tourism.

Impact: Children understand how different mountains are formed. Knowing mountain ranges across the world. To know why people settle there and the economic activity.

Science

Intent- to explore reversible and irreversible changes, recognising that this can be the physical or chemical

Implementation

To research the scientist 'Spencer Silver' (R).

To carry out a comparative investigation with temperature and dissolving (CFT).

To carry out a comparative investigation with the structure of sugar and dissolving (CFT).

To identify a chemical change. To find a pattern between the chemical change and amount of substance used (PS).

To observe the change 'melting' (O).

To observe the change burning (O).

Composite outcome: Show what they have learnt about the different changes (Socrative Assessment).

Impact: Children understand which changes are reversible and irreversible. They can identify factors which can affect these.

PSHE

Intent- to understand how people borrow money, how to deal with difficult situations and the importance of the NHS.

Implementation

Understanding neurodiversity, the person, and the changes you can make.

To know and learn about loans and mortgages.

To know what a credit card and credit score is.

To understand the importance of overcoming a difficult situation.

To understand that when things go wrong, our reaction can help.

To understand what the NHS is.

Impact: Children develop an understanding of the world through knowing different ways to borrowing money, different strategies to deal with situations and understand the importance of NHS.

Computing

Intent- to understand what a vector drawing is and create their own.

Implementation

On Freeform use simple shape and line tools to create a vector drawing of a house.

To move, resize, rotate and duplicate shapes to create vector pictures.

To use the zoom tool to add detail to their pictures.

To understand layers when creating their pictures, moving layers forward and back.

To understand and know how to group objects so they can resize and move the whole vector image.

Create a Christmas Vector drawing using learnt skills.

Composite Outcome: Create a Christmas Vector drawing using learnt skills.

Impact: Children will know what a vector picture is and how to use the tools to create a detailed image quickly and effectively.

DT

Intent- to understand the skills needed to design and make a savoury scone.

Implementation

To investigate existing food products and ingredients such as herbs, spices, vegetables and cheese that are used in scones.

To develop the skills of combining ingredients using rubbing and mixing (folding) to make a plain scone.

To question which ingredients can be added or changed in a recipe considering taste, texture, appearance and smell.

To design a savoury scone using simple step by step recipes by adding chosen ingredients.

To successfully make and follow chosen recipes by using measuring, mixing (folding) and rubbing.

To evaluate the scone against the intended purpose taking into account views of others.

Composite Outcome: to make a savoury scone.

Impact: Children develop their baking skills and develop an understanding of food culture.



PE

Intent- to develop their personal coordination and agility skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in hockey..

Implementation

Warm up: Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage: Shape Up and Shadow Play

Funs Skills: Our sequence of 6 depends on the control, confidence and competency of the individual's ability to perform the skill. Dynamic Balance: on a line (FUNS 5) and Counterbalance: with a partner (FUNS 7) aiming for blue.

Cog: For 6 weeks we are working on our social skills

Implementation: Sport Hockey

- to dribble ball using a hockey stick
- to accurately pass a ball between hockey sticks
- To be able to pass the ball whilst moving and take a shot
- to be able to tackle correctly and safely
- To be able to defend the ball
- To be able to work as part of a team in a hockey match

Composite Outcome: Play a hockey match, dribbling, passing the ball, tackling and defending. Working as part of a team

Impact Social- Children can cooperate well with others to create dynamic and counter balances by organising roles and responsibilities.

Hockey— children can work as part of a team, controlling the ball with a stick to dribble, pass, tackle and defend

RE

Intent – to explore the enquiry question 'Why do some Christians believe Jesus was the Messiah?'

Implementation

To explore what was going on that meant the 'People of God' needed a saviour

To discover what kind of Messiah the people were expecting

To investigate why Christians believe Jesus fulfils the expectations of the Messiah

To explain why Christians believe Jesus is the Messiah

To explore how Christmas fits with Christian beliefs about Jesus

To explain why Christians believe Jesus was the Messiah

Composite Outcome: 'Show what you know' to answer 'Why do some Christians believe Jesus was the Messiah?'

Impact: Children will learn about the concept of incarnation considering the idea of Jesus fulfilling the expectations of the Messiah within Christian tradition and consider the importance for this for Christmas today.

Music

Intent- to listen and appraise songs from Rock style and perform songs together.

Implementation

To analyse form and instruments in detail on the song 'Livin on a Prayer'.

To sing in harmony with tuning in a group.

To learn simple chords and riffs from the sound using a keyboard (Garage Band).

To compose a short rock song in small groups using a verse-chorus form.

To rehearse for a class showcase performance.

To perform with expression and accuracy focusing on timing, pitch and energy.

Composite Outcome: To write and perform a short rock song and have an understanding of rock music.

Impact: Children compose, practice and perform their own rock song.