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| Science | Working scientifically | |
| | 1 | planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary |
| | 2 | taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate |
| | 3 | recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs |
| | 4 | using test results to make predictions to set up further comparative and fair tests |
| | 5 | reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations |
| | 6 | identifying scientific evidence that has been used to support or refute ideas or arguments |
| | Electricity | |
| | 1 | associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit |
| | 2 | compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches |
| 3 | use recognised symbols when representing a simple circuit in a diagram | |

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| Music | 1 | play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression |
| | 3 | listen with attention to detail and recall sounds with increasing aural memory |
| | 4 | use and understand staff and other musical notations |

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| Art & Design | 2 | to improve their mastery of art and design techniques, such as drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) |
| | 3 | about the greatest artists, architects and designers in history |

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| Design & Technology | 1 | Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups |
| | 2 | Design: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design |
| | 3 | Make: select from and use a wider range of tools and equipment to perform practical tasks, (for example, cutting, shaping, joining and finishing), accurately |
| | 4 | Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities |
| | 5 | Evaluate: investigate and analyse a range of existing products |
| | 6 | Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| | 7 | Evaluate: understand how key events and individuals in design and technology have shaped the world |

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| Computing | 1 | design and write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts |
| | 2 | use sequence, selection, and repetition in programs; work with variables and various forms of input and output |
| | 3 | use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| | 7 | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |

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| PE | | Biathlon - Running and cycling |
| | | Swimming |

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| RE | | RE theme week - TBC |
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